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ABSTRACT

This publication brings together the basic elements needed to develop, implement, and evaluate a comprehensive guidance and counseling program in local school districts. As a companion publication it provides supporting documentation, materials, and resources to implement the basic framework. Seventeen standards that provide the structure and content for effective guidance and counseling programs and reflect best practices in state models are described. Detailed definitions are provided for each standard along with examples and sample forms. The manual may serve as a collection of tips, processes, and procedures for improvement. Chapter 1 provides a guide for implementing the guidance and counseling program. It includes different leadership styles along with leader tasks and a leadership self study. Chapter 2 provides the model for improving guidance programs. Chapter 3 discusses the framework for state programs. Chapter 4 provides the steps for implementing or revising the program. Chapter 5 discusses the 17 standards. An extensive appendix listing adds further information on such topics as guidance publications; state leadership plans; national standards for guidance; and the benefits of a comprehensive guidance program. (Contains 11 appendixes, 3 figures, 7 tables.) (JDM)

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ED 451 421

A State Guidance Leadership Implementation and Resource Guide

A Companion to the National Framework for State Programs of Guidance and Counseling

for State Guidance Leadership

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Mission
National Consortium of State Guidance Leadership

The Consortium is a coalition of guidance representatives from participating state and territorial departments of education. The organization's mission is to enhance career guidance and counseling, leadership, and training; support research; and facilitate program improvements. The Consortium's purpose is to provide a framework for improving the effectiveness of elementary, secondary, and postsecondary programs, counselor education and supervision, and administration of comprehensive career guidance programs in school, community, and institutional settings. Specific objectives of the Consortium include the following:

- Provide opportunities that enable states to collaborate on and support projects of mutual priority, ongoing programs, career development, and pre-vocational services.
- Promote the development and improvement of career guidance at all levels of education and training.
- Involve business, industry, and government in creating, operating, and evaluating quality comprehensive career-guidance programs.
- Serve as a clearinghouse through which states can seek assistance from public and private sources for the improvement and expansion of career guidance programs.
- Offer technical assistance to states in developing their annual and long-term plans related to career guidance and counseling.
- Provide assistance in the development, implementation, and evaluation of comprehensive guidance programs.
- Provide evidence of program effects and a forum for promoting career guidance as a program of national significance with business, industry, and governmental entities.
- Influence career guidance professional literatures through research, publishing, and product development.

A State Guidance Leadership Implementation and Resource Guide

A Companion to the National Framework for State Programs of Guidance and Counseling

2000

List of States Contributing to This Guide

American Samoa Department of Education

Arizona Department of Education

Connecticut Department of Education

Florida Department of Education

Idaho Department of Education

Kansas Department of Education

Michigan Department of Career Development

Minnesota Department of Education

Missouri Department of Elementary and Secondary Education

Montana Department of Education

New Mexico Department of Education

Ohio Department of Education

Oklahoma State Department of Education

Palau Ministry of Education, Micronesia

South Dakota Department of Education and Cultural Affairs

Texas Educational Agency

Utah State Department of Education

Wisconsin Department of Public Instruction

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Preface

The National Framework for State Programs of Guidance and Counseling brings together the basic elements to develop, implement, and evaluate comprehensive guidance and counseling programs in local school districts. The companion to the framework, *A State Guidance Leadership Implementation and Resource Guide*, provides supporting documentation, materials, and resources to implement the framework. The Guide was developed for state guidance leadership to use as a training and model development resource.

The Framework lists seventeen standards that provide the structure and content for effective guidance and counseling programs. These standards reflect best practices in state models throughout the nation. As state leadership reviews these standards and compares to their current model, they can decide which standards should be incorporated into their revised model. The same is true if they are developing a state model.

The Guide provides a detailed definition of each standard along with examples, sample forms, and other information. This Guide should not be used as a process model but rather as a resource guide in reviewing elements of successful guidance programs. It should be used as a "menu" in selecting and adapting those portions that meet state or local needs. When revising or developing a state model, many questions arise. How do you develop a policy statement? What is an example of one? What is the best way to set up an advisory committee? These are just a few of the questions that can be answered by using the Guide.

This Guide also contains a section devoted entirely to state leadership issues and techniques. Roles of a state guidance leader and developing and implementing a guidance model statewide are just a few of the topics covered. Many of these state level techniques can also be applied and used by counselors in implementing programs at the district and school level. Throughout the Guide are testimonials, advice, and tips from state guidance leaders for implementing a statewide guidance model and other activities.

The committee that prepared the documents sought to incorporate standards of achievement in the areas of educational, career, and personal/social domains. ASCA's National Standards for School Counseling Programs, Goals 2000, the Scans Report, the NOICC's National Career Development Guidelines, as well as best practices throughout the United States were used as references. More importantly, the writers of the Framework and Guide focused on creating a guidance and counseling program structure which would enable school counselors to demonstrate accountability through program and student results.

The Executive Committee
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Marion Starr, Secretary, Missouri
Lynn Jensen, Past President, Utah
Harry Drier, Executive Director, Ohio

NATIONAL CONSORTIUM for State Guidance Leadership

National Consortium Framework Standards and Definitions

Standard One: Program Content
The comprehensive guidance and counseling program is based upon specific student growth and development content.

Standard Two: Mission Statement
A mission statement for the district's guidance and counseling program has been developed.

Standard Three: Rationale/Philosophy
A rationale/philosophy for the district's guidance and counseling program has been developed.

Standard Four: Assumptions
Assumptions concerning the nature and structure of the district's guidance and counseling program and the work of program staff have been identified.

Standard Five: Advisory Committee
An advisory committee for the guidance and counseling program has been established and is active.

Standard Six: Financial Resources
Adequate financial resources are provided for the guidance and counseling program to ensure implementation.

Standard Seven: Facilities/Resources/ Equipment Guidance and counseling program facilities, resources, and equipment appropriate to carrying out the full intent of the district's program are provided.

Standard Eight: Professional Staff
Properly credentialed staff for the guidance and counseling program is in place.

Standard Nine: Political and Legal Resources
The written district-wide guidance and counseling program and a policy statement for guidance have been adopted by the Board of Education.

Standard Ten: Student Assessment
The guidance and counseling program provides for academic, career, and personal-social assessments.

Standard Eleven: Curriculum
A guidance and counseling program curriculum that specifies what competencies all students should master has been developed and implemented.

Standard Twelve: Individual Planning
All students, along with their parents/guardians, are provided opportunities to develop, monitor, and manage their educational and career plans.

Standard Thirteen: Responsive Services
All students and their parents/guardians have access to responsive services, including consultation and referral to assist them with problems or concerns related to personal, social, and career development.

Standard Fourteen: Management and Support Management and support strategies are in place for maintaining and enhancing the district's comprehensive guidance and counseling program.

Standard Fifteen: Personnel Evaluation
The district utilizes a personnel performance based evaluation system for professional program staff.

Standard Sixteen: Program Evaluation
The district-wide guidance and counseling program is assessed periodically using program standards.

Standard Seventeen: Results Evaluation
The district has established and utilizes a results evaluation plan for the guidance and counseling program.

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Chapter I
Implementing Comprehensive Guidance and Counseling
A Guide for State and Local Leadership: Styles, Tasks, and Self Study

Introduction

This *State Guidance Leadership Implementation and Resource Guide* has been developed for those who have statewide responsibility for guidance and/or career development programs. It includes information and guidelines to help you be a more effective leader. The first two chapters will provide information on leadership; what is expected and what makes a good leader. The chapters will also give a step-by-step process of what needs to happen from the state level. Many times someone is given the title but little direction on what needs to be done. Even for those who have some experience, we hope this Guide will provide additional ideas or serve as a refresher course for maintaining an effective state model and a process for continual improvement.

Most states have a model for comprehensive guidance and counseling but how the model is implemented is varied. Much has been written about developing and implementing comprehensive guidance programs at the local level. This Guide may be viewed as a collection of tips and even processes and procedures for improving guidance programs from the state department of education.

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We have also included anecdotal advice from "recent" leaders who have made things happen with little or no direction or resources. Many "seasoned" guidance leaders have also shared what has worked best for them.

Guidance leadership throughout the United States claim that with strong leadership at the local and state level, guidance programs improve with age. It takes at least three to five years to see progress, and in many cases at least 10 to see the improvement of programs statewide. Some states have reported that even after training has been provided on a state model, districts may spend up to two years in the planning and designing stages of developing their written local plan.

What Makes a Leader?

We all have leadership potential, just as we have some ability to sing or dance. Some people may be better at certain things than others, but each of us has a starting point to build on with training and practice. Most leaders could be more effective if they could take part in training sessions and if they had more guidelines on being leaders.

The following areas can define leadership: the knowledge and understanding of specific tasks and the skills and ability to communicate, build teams, vision, and take risks. State guidance leadership must value counselors and their role in student achievement, guidance program development and implementation, and the responsibilities of everyone involved. Effective leaders should be aware of their strengths and weaknesses. They should develop a plan to work on those areas that need improvement. A successful leader **makes an effort to learn and practice skills**. Learning to be an effective leader is a process of trial and error, successes and failures. Never stop learning, and with practice you can increase your success in leadership.

An effective leader **knows the purpose of the group or organization** (why it exists), its goals (long-term plan), and objectives (short-term plans). In many states the assignment of guidance is given to someone who does not have a guidance or career development background. Their experience may be "related" to guidance. Nevertheless, with training and support groups, this type of leader can gain the knowledge and understanding to be effective in his/her job. In other instances, the person may have a long-term background in guidance and counseling but has not had the opportunity to serve as a leader and could benefit from leadership training.

A successful leader makes an effort to learn and practice skills. Learning to be an effective leader is a process of trial and error, successes and failures. Never stop learning, and with practice you can increase your success in leadership. An effective leader knows the purpose of the group or organization (why it exists), its goals (long-term plan), and objectives (short-term plans).

Leaders must **know their abilities, knowledge, and values and how others perceive them**. Most of us have an idea about what we think makes an effective leader. Guidance professionals in your state will assess your leadership on how well your leadership characteristics match those that they value. For example, if trust is a quality valued by guidance professionals in your state, it is important for you to be viewed as a trustworthy person. A leader sets an example by reflecting the beliefs and values of the group. It is also important to know what your position title enables you to do. Trust is lost quickly when promises made cannot be kept.

Leaders should be **well organized** and understand that time must be allowed for their organization. Good organization is critical in the following areas: planning, coordinating meetings, workshops, or conferences, organizing day-to-day flow of work and information in such areas as telephone and e-mail, and follow-up.

Leadership Styles

A leader may use different styles in carrying out his/her role. Many different theories of leadership have been developed through years of research with groups and organizations. It is helpful to be knowledgeable of your style of leadership and how you can adapt various styles to carry out different state responsibilities. New policies, funding issues, or mandates that impact guidance statewide are not always easily accepted by the guidance field especially when not fully understood by them. Years of counseling experience, personal involvement with school improvement committees, and satisfaction with the job provide for a varied audience when offering awareness training or skill development. Educational reform always impacts counselor programs. Accountability is an issue for all programs today. Yesterday's guidance program was defined by services and responding to crisis or special populations. Today the movement is toward a planned comprehensive competency based program that is accountable in terms of program implementation and student success.

"Situational Leadership" is a very popular framework to follow especially when you consider the responsibilities of a state guidance leader. It explains that the style a leader chooses depends mostly upon the group's level of readiness. That is, how willing and able the members are to take responsibility as a group. "Situational Leadership" recognizes that the leader must be flexible and that the group members are the most important factor.

According to "Situational Leadership," the appropriate style depends on the combinations of "willingness and ability" in a group. In general, the more willing and able the group, the less directive or task-oriented the leader should be.

The willingness of a group relates to its attitude. If a group is willing, then it has the confidence, commitment, and motivation to accomplish a specific job or activity. A leader who provides support and encouragement to a group is demonstrating a maintenance or relationship behavior.

Being able (or having ability) means that the group has the knowledge, skills, and experience to accomplish a particular task. When a leader explains what each member is to do, as well as when, where, and how tasks are to be accomplished, he or she is demonstrating task-oriented behavior.

According to "Situational Leadership," the appropriate style depends on the combinations of "willingness and ability" in a group. In general, the more willing and able the group, the less directive or task-oriented the leader should be. The four different styles and most appropriate situation for each are described on the following page.

No one style of leadership is appropriate for every occasion or situation. To be a good leader, know your group–"where they are at" in terms of their ability, knowledge, desire, and willingness. In addition, you must be aware of your preferred style and how others perceive you. Be ready to adapt that leadership style to the occasion. Practice moving from one style to another, depending on the occasion. Use the behaviors appropriate for that style. They are easy to learn.

State guidance leadership should assess schools within their state to determine their willingness and ability to develop and implement comprehensive guidance programs. Most schools more or less think they have comprehensive programs in place. They very quickly identify gaps in their program if they use the program standards and indicators as an evaluation tool. Training is critical so that schools have a step-by-step process to follow in developing their programs. There are certain tasks that if left unattended, keep the program from being implemented the way it should. As you look at these leadership styles and descriptions, you can probably match the group status to situations you have experienced in your state.

The Four Situational Leadership Styles

STYLE	SITUATION	EXAMPLES
Directing/ Telling Leader	Group members are unwilling and unable	Members are new and inexperienced, need a lot of help, direction, and encouragement. Leader provides structure and guidance to group, defines role of members, directs them to do tasks, and spends little time on building relationships or emphasizing the members' feelings.
Coaching/Selling Leader	Group members are willing but unable	Group more responsible, experienced, and willing. Leader motivates, encourages, and helps them to do a task for which they do not have skills.
Participating/ Supportive Leader	Group members are unwilling and able	Group has ability to do the job, but may be unwilling due to lack of interest or apprehension. Leader involves group with decision making, puts more emphasis on relationships and individuals' feelings within the group. Leader is resource person and helper.
Delegating/Trusting Leader	Group members are willing and able	Group is willing to take responsibility for directing their own behavior. Leader will delegate and trusts group to do their own thing. Observes from a distance.

The Tasks of Leadership

1. Visioning	6. Risk Taking
2. Communicating	7. Recognize Achievements
3. Conducting Meetings/Workshops	8. Networking
4. Teamwork	9. Systems Thinking
5. Creativity	10. Managing Change

1. **Visioning.** A state guidance leader should have a vision for the future of guidance in his/her state. This vision should be communicated to guidance professionals throughout the state to allow them to respond and become part of the visioning process. A statewide advisory committee chaired by the state guidance leader can share in the visioning process. A group will grow and prosper by building commitment to a vision or dream that is shared by all. This vision should also be shared with others at the state level that may influence policy or otherwise impact guidance initiatives or policy decisions.

2. **Communicating.** We tend to think of a good communicator as a good speaker. This is only partly true. While good communicators express themselves clearly and with confidence, they must also learn to be good listeners. Guidance professionals look to state leadership to help them address concerns they have at the local level. They want leadership to help them look for solutions through policy and/or legislation. There should always be open lines of communication by phone, e-mail, and mail. Time should always be allowed at meetings or workshops for participants to give input or express their concerns. A good listener hears not only facts but also feelings. If the group is upset about new policies or other changes that may affect their job, the leader must focus on the feelings of the group, address their concerns, and ensure they understand the changes taking place. This often happens when a mandate is issued that the group doesn't accept or understand.

3. **Conducting Meetings and Workshops.** State guidance leaders spend much of their time conducting meetings and workshops. Communication skills are a must; both written and oral. Meetings may focus on agendas such as new state laws, policy, or initiatives, gathering information or support on guidance issues, and developing or maintaining a state guidance and counseling model. Some meetings may be informal while others are more formal. Regardless of the format, leaders are more effective if they know the rules of order in conducting a meeting.

How to Conduct a Meeting

To conduct a successful meeting, the leader needs to define the purpose and then consider three phases: before, during, and after the meeting. The leader must have two goals when conducting a meeting. First, you want to get something done. This might be to reach a group decision about a project or problem or to conduct a forum or panel discussion. A second goal is to have the meeting provide some satisfaction of doing things as a group. To have a meeting just for the sake of meeting is very

unproductive. Always have a purpose so that when the meeting is adjourned everyone feels a sense of accomplishment.

Before the Meeting

Give proper notice and complete information in advance–E-mails, letters, postcards, telephone messages, and newsletters (statewide events) are means of announcing a meeting. Always allow plenty of time for participants to make travel arrangements and other steps necessary to get approval to attend the meeting. The larger the group the more difficult it is to find a date that everyone can attend. Many times you will have to schedule the meeting on the date that most people can attend. Always send an agenda prior to the meeting. In most educational settings an agenda is necessary to send with the leave/travel request. Participants also like to know in advance what topics will be covered.

Create the proper setting–Before the meeting, set up chairs and tables (not 20 chairs for 50 people or vice versa), turn on lights, set a comfortable heat/cool temperature, and take care of other arrangements that will help members be comfortable. If the meeting involves looking at materials or even writing notes, tables should be provided. A theatre style setting of chairs works fine when the meeting just involves a speaker giving information to the group. Some leaders, to ensure that a meeting stayed on task and didn't last too long, would have everyone stand. If only making an announcement, this may work. But in a meeting where there is discussion and decisions that need to be made, standing would not help the meeting to be very productive.

If the meeting is long enough that it requires a break, the group always welcomes refreshments.

Equipment for the speaker–Before the meeting, set up and test any equipment such as a microphone, LCD projector, computer, or overhead projector. Sometimes the speaker's computer may not be compatible with the LCD projector so always check in advance for compatibility. Make certain a screen is available and that the podium is at an acceptable height for the speaker. Provide the speaker with information about the group, for example, the size and type of audience to expect or audience age level.

During the Meeting

Arrive at the meeting place early to set up and welcome participants. Start the meeting on time and end on time. Sometimes it seems that everyone is late. Use your best judgement when starting the meeting if the majority of the group is late. If you do start the meeting late, try to "catch up" so that the meeting doesn't run later than expected.

Effective leaders prepare and follow agendas. Revise your agenda to suit the program.

A suggested agenda could include the following:

- Call to order
- Introductions
- Approving the agenda
- Reading of minutes of previous meetings
- Committee reports
- Old business
- New business
- Announcements
- Adjournment

Clearly state the purpose/objective of the meeting.

Give everyone an agenda and other handouts necessary for the meeting. If there are many handouts, it is more effective to organize the materials in a folder so that you are not constantly passing out papers.

"Loosen up" the group with an amusing story or anecdote. If this is not your style, just make personable opening comments.

If a speaker is to be introduced, have precise and relevant information. Have the participants introduce themselves–job title, place of employment, etc. Name tags may also be provided.

If the group is formal in structure, it is best to follow parliamentary rules of order.

- Rules are to keep the meeting team-minded.
- Rules provide for consideration of one item at a time, avoiding confusion.
- Rules assure majority rules as they protect the rights of the minority

What should leaders know about parliamentary rules? First, leaders need to know the types of parliamentary motions, including the main motion, which introduces a new item of business. The subsidiary motion is related to the main motion, and privileged motion is a motion to get immediate action in an emergency, to take a recess, or to adjourn.

Secondly, leaders need to know the steps necessary to completing a motion. These steps include the following:

1. Member stands to address the chair.
2. Chair recognizes the member.
3. Member states the motion.
4. Motion must be seconded.
5. Chair restates the motion.
6. Chair calls for discussion.

7. Chair puts the motion to a vote.
8. Chair announces the result of the vote by stating, "The motion is carried" or "The motion is lost."

After the Meeting

Include the following in your evaluation of the meeting:

- How did it go?
- Did I meet the objectives for the meeting?
- How could I have made the meeting better?
- How can I improve the next meeting?
- Did I send a personal "thank you" to the speaker and to those who helped organize the meeting?

4. **Teamwork.** A leader cannot achieve success alone. The old notion that a leader is the top of the pyramid is false. An effective leader is involved and in touch with group members. Leaders recognize the qualities of leadership abilities in others, and provide them with opportunities to exercise those abilities. A guidance leader should identify key people in the state that can help with developing, implementing, and promoting the state plan for guidance. District leaders can be enabled to act by providing them technical assistance, emotional support, and vision.

Effective leaders insist on the support and assistance of those affected by the project. They think in terms of "we" not "I." Guidance leaders must involve all groups impacted when developing/revising the state model, policy decisions, training, products, and the technical support needed. You must always ask what are the needs of the guidance professionals in my state and how can the state help them to better serve students.

5. **Creativity.** Leadership and creativity are almost synonymous, for without such skills and their application, true leadership is difficult and less effective. Creativity means that guidance program leaders consider not only doing things differently, but doing different things. They need to test new methods from other programs, incorporating their best practices. This also means not always repeating methods when working with teachers, parents, community leaders, employers, school board, school administrators, but rather innovate new ideas to gain their support and involvement. Such skills should be applied to all elements of a comprehensive guidance program.

6. **Risk Taking.** A leader takes risks and is an innovator. A leader is one who originates new ideas but should also look to others in the organization or community for ideas. Effective leaders do not assume they know all there is to know. A leader should recognize good ideas, actively support them, and encourage action. A leader is always a risk taker. Many times a decision may lead you into the unknown. The unexpected may cause you to make mistakes. Leaders are learners and must be able to learn from their mistakes as well as their successes. They should also encourage

their group members and support them through their mistakes. Without mistakes, there is not learning or growth. All changes and innovations involve risk and challenge.

7. **Recognize Achievements.** An effective leader must take the time to recognize and reward people for what they've done. Individuals may become tired, bored, or frustrated with a particular task or project. They are often tempted to give up. A leader must provide the encouragement to motivate members to carry on. Building comprehensive guidance programs takes time and commitment. Many counselors get discouraged when they don't see results right away or feel that they are not given the time or resources to properly do their jobs. A state guidance leader can provide opportunities for groups to meet and discuss their programs, successes, and problem areas, so that they may learn from each other. It is helpful for school counselors and district leaders to know that they are part of the big picture and their contributions will ultimately impact the state as a whole.

The state guidance leader can coordinate program recognition and individual awards at conferences, workshops, and meetings. Career planning recognition programs such as Planning for Life sponsored by the U.S. Army and the Exemplary Career Programs sponsored by the Office of Vocational and Adult Education (OVAE) can be coordinated at the state level by the guidance leader.

8. **Networking.** Leaders must be visible. They must work with and be a part of projects and programs that are related to guidance programs. School-to-Work, Tech Prep, High Schools that Work, and Transition and Equity/Nontraditional projects, are examples of initiatives where guidance plays a vital role.

Most often, networking involves serving on work groups and advisory committees. These activities provide opportunities to build relationships and increase the visibility of guidance and counseling programs.

9. **Systems Thinking.** Leaders must be able to see the "big picture." They must know how the programs they manage fit into the overall structure of the department or district. In addition to an awareness, they must also be able to operate within the policies and structure of their system. Systems thinking is a key element in program development, implementation, and maintenance.

10. **Managing Change.** We have experienced dramatic shifts in political, economic, and social structures throughout the 20th century. The result has been increased demands on our country's individuals and institutions, including education. The concept and expectations of work and career have changed dramatically in the past 15 years. With corporate downsizing and organizational restructuring, workers are increasingly making multiple career changes. These new trends accentuate the importance of lifelong learning and adaptability.

The nation's economic shifts have social parallels. There are shifts in family structure, increased child poverty, inadequacy of social welfare and social service programs, and a decreased sense of civic responsibility. These existing inequities in our society are also reflected in the education system. These are the issues along with school reform that have greatly impacted school counseling programs.

State leaders need to understand what causes resistance to change, the characteristics of those who are adept at change, and the shifts in personal learning which are important for working effectively with ongoing change. Counselors are overburdened with student caseloads and administrative tasks that make it difficult to find the time and energy to change the way they do things. They may understand and agree with the need to change but they resist it. If there isn't a mandate or other requirement, program development and improvement may not take on a high priority.

Listed below are some guidelines for managing change:

- Identify what is in your control to change.
- Identify your options.
- Create a support system.
- Examine your attitude.
- Remain flexible.
- Give yourself a break.
- Strive to achieve balance and perspective.

It is important to know your own pace of change so that you don't set yourself up for failure by going too fast or too slow.

Key Points for Successful Change

- The hardest thing to change is a hardening of attitudes; nothing kills change faster than attitudes that resist it. You will find resistance in local leadership and counselors. Many are satisfied with the status quo and don't see a need for change.
- Failure stems from two sets of words: "I can't" and "Yes, but..."
- Those adept at change don't reject good advice just to prove "advice givers" aren't controlling them.
- Complaining is good if it isn't a substitute for action–but often it is.
- High self-esteem results from making small positive changes in spite of fear. Confidence comes from conquering fear of change.
- Unexpected pain can result from either huge setbacks or successes.
- Change-artists analyze how fear of success can stop them from changing. They also know success does not magically bestow happiness.
- Fear of commitment to goals can make one stop short of setting appropriate goals.
- Choices and options are all open. One can make new choices anytime.
- Giving positive strokes to oneself is as important as giving them to others. But self-criticism is easier than self-stroking. It is often difficult to balance pleasing oneself with pleasing others.

A Guidance Program Leadership Self Study

Take a minute to look at yourself as a leader. Do you have the qualities to be a valuable leader to your group? Review the leadership qualities and put yourself to the test.

Attributes

Do I view problems as opportunities?
Am I a priority setter?
Am I customer focused?
Am I a risk taker?
Am I a critical and creative thinker?
What is my tolerance for ambiguity?
Do I have a positive attitude towards change?
Am I committed to innovations that are best for school counseling programs?

Skills

Do I debate, clarify, and enunciate values and beliefs?
Can I fuel, inspire, and guard the shared vision?
Can I communicate the strategic plan at all levels?
Do I recognize the problems inherent to the planning process?
Do I ask big picture questions and "what if"?
Can I support the local leadership through the change process?
Do I encourage "thinking out of the box"?
Can I align the budget, planning policies, and guidance model with the district goals and vision?
Do I engage in goal setting?
Can I develop and implement action plans?
Do I practice and plan conscious abandonment?
Do I transfer the strategic planning process to planning?
Do I focus on outcomes more than means?
Do I practice characteristics of effective team decision-making?
Can I design accurate performance indicators to hold everyone accountable?
Can I identify what needs to be tight versus loose control?
Do I appreciate, value, and recognize each person in my team?
Do I gather and evaluate information?
Can I identify and resolve conflict?

Knowledge

Do I know state and local leadership roles and responsibilities in planning and implementing guidance plans?
Do I know the strategic planning process and short and long term planning tools?
Do I know the state vision, beliefs, and mission for guidance and counseling?
Do I know the relationship of the budget to planning?
Do I know the local, state, and national factors that affect education and school counseling programs?

Do I know all components of a comprehensive guidance program and how to assist schools in program development and implementation?
Do I know the best practices and research on improving guidance programs?
Do I know the process of change and paradigm shifts?
Do I know strategies to involve and communicate with guidance professionals statewide?

After you have looked at yourself as a leader, answer the following questions:

What traits were you proud to say describe you?

Was there any trait you would not consider desirable?

What trait are you trying to make more descriptive of you?

Some strategies for individual self-assessment include journal-keeping, portfolios of selected documents produced in the course of your work, performance indicators related to goals and activities of personal professional plan, surveys, and using mentors as "critical friends."

References

Test Your Leadership–www.leaderx.com/testyourlead.htm

How You Can Be An Effective Leader–www.gov.on.ca/OMAFRA

Hershey, P. & Ken Blanchard, *Management of Organizational Behavior: Utilizing Human Resources*, Englewood Cliffs, NJ, Prentice-Hall, Inc., 1997.

Looking at Leadership–//ext.msstate.edu/pubs/pub711.htm

Leadership Toolkit–www.nsba.org/shot/toolkit/leadersa

Testimony – Ten Lessons Learned

One piece of advice I've gotten from our more "seasoned" state guidance leaders is that it takes time, often up to ten years, to see a statewide impact of a guidance model. In Florida, we started out in 1996 with a new guidance model, no funding, and no mandate or policy from the state level. Many districts began the process of developing their written programs and have met with great success. Others report that they still need to improve. Soon we will have a new revised model, no direct funding, and a policy statement is in the works. Ten things I've learned along the way are:

1. **Districts that attended the training in teams of district level supervisors, counselors, career specialists, teachers, and principals were enthused and had a plan of action when they left the training**. Counselors attending alone felt overwhelmed and lacked direction in how to make a difference when they got back to their school. They felt their principal wouldn't support the time and effort it took to develop the comprehensive program. We will "strongly" request that teams attend the training.

2. **If you conduct "Train the Trainer" workshops, be sure to invite trainers not just people you are trying to make aware of the program**. Some district supervisors may not feel comfortable or have the time for training counselors in their district.

3. We wanted to **name our guidance model** in such a way that it encouraged involvement of the entire school. We called it the Student Development Program. That states exactly the outcome of the model. Nevertheless, no one ever knows what we are talking about. Thank goodness for the cover with green palm trees. That's how our model is described. "Oh yes, I know what you are talking about. The book with the green trees on it." This time we'll stick to the basics, Florida's Comprehensive Guidance and Counseling Program. It works.

4. **Market, Market, Market**. Don't ever feel that everyone knows about the model and that you can stop your campaign to market the program. Brochures, posters, bookmarks, websites, listservs and newsletters are great ways to get the word out.

5. **Learn about research grants** distributed to the schools in your state and look for ways to build your model into the objectives and deliverables.

6. **Even if districts show little interest, continue to follow up with them and let them know what resources and technical assistance you can provide**. Priorities change.

7. **Network with other states and share training strategies, materials, and other insights**. Many states are probably at the same place you are.

8. **Involve as many people in the state as possible to develop the model** even if you are using a writing committee. How often do you revise your model? Be sure to get as much input as possible. Don't forget your counselor educators.

9. **Don't forget internal networking**. Be sure to make connections with other department of education staff responsible for programs that have direct or indirect impact on school counselors. There may be opportunities to attend each other's meetings or even get assistance with training. This sounds very basic but it is often overlooked as we try to work with our external "customers."

10. **Work hard and be patient**. I am confident that in less than six years Florida will be a state that can boast of its comprehensive guidance and counseling programs and have the research to show the benefits to students.

Zelda Rogers, Program Director Career Guidance
Florida Department of Education

Chapter II
State Leadership and Modeling for Improving Guidance and Counseling Programs

A key role for state leaders is to persuade and demonstrate to districts and schools that comprehensive, competency-based guidance and counseling programs form the future vision for guidance in this country. Even though they agree with the need, they feel they have little time to plan and implement a new program.

Many states do not mandate guidance models or activities. Academic standards and improved test scores usually become the focus of all activities in a school. It is not always easy to convince school administrators that time and resources should be allocated for implementing a comprehensive, developmental program. Many times they are looking for immediate results in programs that can help the test scores improve. State leadership should address the immediate concerns of local administrators and school staff by sharing research from other states that show the impact of student participation in guidance and counseling programs.

A key role for state leaders is to persuade and demonstrate to districts and schools that comprehensive, competency-based guidance and counseling programs form the future vision for guidance in this country.

State guidance leaders must keep up-to-date on new trends and legislation that affect guidance programs. Many times, counselors and even school administrators have neither the time nor the resources to identify and interpret emerging trends and how they will impact their guidance programs. State guidance leaders can assist in providing this type of information to the guidance professionals in their states. The National Career Development Guidelines (NOICC), the National Standards for School Counseling Programs (ASCA), and The National Framework for Guidance and Counseling (National Consortium for State Guidance Leadership) should be reviewed by the state guidance leader to determine the relationship to the state model and how these standards and guidelines can enhance the state plans for guidance. Districts look to the state for advice on how to use these materials and how they can link to their current guidance programs and educational goals. The state leader can develop additional materials to help others understand how to use the national information and how it ties into their current activities.

State leadership must advocate for the development and implementation of comprehensive guidance programs. They must keep well informed so that they can show how guidance fits into current school reforms. There should always be a plan in place that will influence the future direction of the effort.

The state leader can also be useful in gaining resources not only from the Department of Education but also from the legislature. Many times the agency can submit a proposal or plan for an initiative to be funded either through the department budget or as a special initiative. For example, the Utah legislature funds school guidance programs based on a self study evaluation and site visit to determine the school's progress with implementing a comprehensive guidance program. State and federal funds administered through the Department of Education often contain a career guidance component (School-to-Work, Perkins, etc.). The state leader can help to influence the distribution of these funds to ensure that guidance receives its share.

State leaders usually have more opportunities to attend state and national conferences. They should become very knowledgeable about printed materials and computerized products so that this knowledge can be shared with their constituents. Attending workshops and conferences also gives ideas on what is going on in schools around the United States. For example, the Career Guidance Section at the Florida Department of Education receives many calls each year about interest surveys and ability assessments. Annual surveys are sent to Choices Coordinators and they are asked which instruments they are using in conjunction with Choices. The staff calls a sampling of the schools to inquire about various instruments: how they are used and their effectiveness. This information is shared with callers. They are also given the school contact to call for more information. Most departments prefer not to recommend or endorse products but are willing to share information about best practices using a particular product. Publishers frequently send publications, videos, and software to the state guidance leader for review. This is an excellent opportunity for the guidance staff to familiarize themselves with current products.

Over a period of time, studies show that statewide improvement of guidance programs is more likely to occur with strong state leadership. Some progressive school districts will create their vision and begin the program improvement process on their own. But their efforts may not be successful without a state leader to provide support or encourage other schools to follow suit.

The state guidance leader should provide in-service training opportunities for district staff and school counselors. State conferences, regional meetings, and district workshops are excellent opportunities to update everyone on new policy or legislation, grant requirements, labor market information, and other training that can move schools toward the implementation of comprehensive guidance programs.

State guidance leaders should involve counselor educators in the state with all guidance initiatives and in developing a guidance model. Potential school counselors should be very familiar with various state guidance models and materials – particularly those that are developed in their state. Presentations for counselor educators are useful to help them keep informed on any initiatives or legislation from the state. Many times counselor educators will invite state leadership to their meetings or even to present to their classes. These types of activities should be actively sought to build those relationships and to promote current state initiatives.

Over a period of time, studies show that statewide improvement of guidance programs is more likely to occur with strong state leadership. Some progressive school districts will create their vision and begin the program improvement process on their own. But their efforts may not be successful without a state leader to provide support or encourage other schools to follow suit. With state leadership, the efforts of an active district can spark others throughout the state. Today's technology with the Internet, listservs, and electronic bulletin boards greatly enhance efforts for communication and networking.

Developing or Revising a State Model

A state guidance director has the primary responsibility for organizing and managing statewide guidance initiatives such as the development and support of a comprehensive guidance and counseling model or framework. In some situations, there may be little direction historically as to what should occur in the schools. Nevertheless, all states have educational standards and goals and guidance should surface as a priority. Most priorities will center on student achievement and success. All guidance initiatives should link to those priorities to show how guidance and counseling programs help students to stay in school, be successful, and to plan for the future.

State guidance leaders should meet with administration to obtain support, direction, and authorization to develop or revise a state plan and program model. A proposal (strategic plan) should be prepared along with the time frame that you anticipate it will take to develop and implement your plans and program models.

State guidance leaders may form advisory groups to help them conceptualize what needs to be done. The state guidance supervisor usually chairs this group along with planning the agenda and meeting schedules. The committee's function is to advise, conceptualize, and make recommendations. This committee is also responsible for outlining the tasks involved and making sure that the resources needed to carry out the work are available. A statewide steering committee should be formed and used to review the current state model and develop a plan for improving guidance and counseling programs in the state. This process is also addressed in Chapter IV. This process is similar but the following steps are outlined for state leadership rather than district leadership.

1. Establishing a Statewide Steering/Advisory Committee

The statewide steering/advisory committee should reflect groups that will be impacted by the guidance and counseling program. It is easier to coordinate and manage a core group of 15 or fewer. Others can be involved through subcommittees or a review process. This group may be called upon for various issues, but for purposes of this document, the committee is responsible to assist the state in the planning, creating, or revising of a program that meets local and state needs.

Members of a Statewide Steering/Advisory Committee (Example)

- State Guidance Supervisor
- School and district administrators, curriculum specialists
- Teachers representing all grades, content areas, and teams
- Counselor educators
- Representatives of student services staff, including counselors, career specialists, social workers, psychologists, etc.
- Parents and community representatives
- Organizational representatives of guidance and counseling
- Students
- Employers

Beginning the Planning Process

In the initial meeting of the steering committee to plan a state model or even to revise one, committee members will typically exchange ideas, build rapport, and develop a common understanding of the goal at hand. This is a time to assess the strengths of the group and determine the role(s) each will play. The state guidance leader should assume responsibilities for activities conducted statewide at all times. Much of the work involved will be discussion, decision-making, and writing. Some members may want to serve only in an advisory or review role while others will want to take an assignment and work with their team locally. If the skills within the group are not well matched to some of the activities to be conducted, the committee can add members. If a model (framework) is to be developed or major revisions are anticipated, decisions will need to be made as to who will actually do the work. If the state guidance leader does not have the resources or staff support to improve the model, a budget should be planned for work group activities and to achieve the task. Many leaders are willing to volunteer some time. If the work assignment is lengthy, however, funds should be made available to pay for their time. This also provides an extra incentive for the work to be finished on schedule.

For new state guidance supervisors, the history and status of comprehensive programs in the state should be thoroughly researched. The following questions should be asked:

- What is the status of guidance and counseling program development in the state?
- Is there a state model or framework? How often is it updated?
- Do districts/schools use it as a framework to develop their local programs and plans? How effective is it? If it wasn't used, what were the reasons?
- Is there written policy regarding guidance and counseling at the state level? Most local districts?
- Is there state funding to support the implementation of programs?
- Is training and technical assistance available and provided?
- How will the model be implemented?
- Will local districts use the revised model?

It's always good practice before you begin an initiative to determine what the needs are for guidance and counseling in your state. A needs assessment can help you to collect the data to determine the stages of development and implementation in your state as well as show justification for your action plan.

The process for conducting a needs assessment is outlined below.

Step 1. Plan the Needs Assessment

- *Obtain support of key stakeholders.* Identify those who will be impacted by the needs assessment and promote to them the benefits of the process and outcomes.
- *Set goals and objectives for the needs assessment.* Define why the needs assessment is important to your organization and identify critical goals and objectives that need to be accomplished at each level of the assessment.
- *Identify the target audience(s) for the needs assessment.* Groups may include counselors, principals, and district level administrators.
- *Select the tools for gathering data.* Surveys, assessments, interviews, school visits, and focus groups can be used to collect data.

Step 2. Conduct the Needs Assessment

- *Conduct the needs assessment in stages.* Collect required information using collection techniques appropriate to the type of data being collected.
- *Analyze data.* Compile and analyze data at the group level to identify performance issues or problems, gaps, trends, or other relevant conclusions and observations.
- *Assess program gaps and identify interventions.* Assess program and/or performance gaps for their importance and determine the causes of the gaps; identify the kinds of interventions (training, program development, etc.) likely to resolve the performance/program gap.
- *Determine the best training and development approach(es).* Where training has been identified as an effective intervention, analyze the training needed to identify the best approach. Use the same strategy for resource development.

Another strategy would be to allow the committee to provide input on the design of a statewide needs assessment. Decisions such as this may depend upon how much time you have to update your framework or model.

Resources such as the National Framework for State Programs of Guidance and Counseling, the National Occupational Information Coordinating Committee (NOICC) Career Development Guidelines, American School Counselor Association's (ASCA) National Standards for School Counseling Programs, and other state models are very useful when designing or revising a model. The program standards listed in the National Framework for State Programs of Guidance and Counseling can be used as a self-study to determine where gaps may exist in your current program.

After the steering committee has reviewed the current state model (if there is one) and other state models and resources; it is time to develop a plan of action. If there is not

a model in place, it may be necessary to have subcommittees work on different sections such as program content, delivery, and structure. Development of a scope and sequence of student competencies and indicators is an example of a task which may require some time. What is the timeline? Budget? How will districts/schools be trained to use the model? What results are expected in years one through three of the statewide program? What technical assistance providers will be called on to offer or support professional development associated with using the model to develop local plans? What state and local funding is available to obtain the resources necessary to develop and implement comprehensive guidance and counseling programs?

The steering/advisory committee can help to develop a vision of what the state model for comprehensive guidance and counseling will look like and become committed to making it happen. The committee can help decide what model(s) should be used, changes that need to occur, and what the new structure will look like. It's important to know that there is a wealth of research-based, field-tested standards and models to use as guides. Start with the existing program and look for gaps or areas that need to be improved. It is not necessary to reinvent the wheel. Look to other districts and states to gather curricula, job descriptions, and management systems. Adopt and adapt when possible. There are many states and schools that have been identified as "showcase" sites. Most are eager to share their experiences or even to extend an invitation for a site visit.

During the designing phase, the steering/advisory committee will want to define the basic structure of the model. Program standards should be identified along with student competencies, and indicators. Decisions must be made about which model(s) will be used or adapted. The model should reflect the structure, content, and delivery system for the comprehensive guidance and counseling program. It is useful to include planning forms, sample evaluation strategies and instruments, and lesson plans for the guidance curriculum. An evaluation component should be included for schools to use as a framework for their program. Examples include a self-study for their current program, personnel evaluation, student attainment of guidance competencies, and program evaluation. A separate instrument should be developed for the state to evaluate the effectiveness and implementation of the state model.

Once the model is completed, a state plan must be developed for training and technical assistance. Training materials to include agenda, workshop activities, Powerpoint presentations, and handouts will need to be developed. The following questions should be answered as the training is being planned:

- Who will be trained? How will district and school administrators be involved?
- Where will the workshops be conducted? Building level, district, regional, statewide?
- Will the workshops be designed as a train-the-trainer?
- When should the workshops be conducted so that the dates don't interfere with major school or state activities for counselors?
- What funds are available for the training?
- What training materials are needed?

Chapter III
Comprehensive Guidance and Counseling Programs

Guidance and counseling programs in the schools exist to provide direct services to students–to assist them to reach their full personal, academic, and career potential. Guidance is an educational program in and of itself. It is a specialized program of activities and curriculum that leads students to effectively take charge of their lives and to plan for their futures and to achieve the learner standards adopted by their school districts.

The term "guidance and counseling" means different things to different schools and states. For the purpose of this Guide, guidance and counseling refers to educational services designed to affect the positive personal, social, educational, and career life planning development of students.

The overriding benefit of comprehensive guidance and counseling programs is that of service to students, preparing them for their academic, career, and personal/social development. However, these programs also provide many other benefits as well. In addition to students, parents, teachers, school counselors, administrators, business and industry, and the community are positively impacted by the results of and participation in these programs. *(A listing of Benefits of School Counseling Programs is provided in Appendix G.)*

A framework provides the parameters, standards, indicators of performance, and elements of a complete guidance and counseling program.

Guidance and counseling is a growing profession. The need for guidance and counseling programs has increased with the complexity and many changes in our society. The rapid growth of technology has meant that many new occupations have emerged, while others have disappeared. There has been a decline in the stability and consistency of family life as evidenced by high divorce rates, blended families, dual-career families, and single parent families. The pressures and challenges that young people face today are much more complex than in earlier times. For example, violent crimes, sexually transmitted diseases, and the easy availability of illegal drugs pose risks and temptations that earlier generations did not face.

Guidance and counseling has also gone through many changes over the years. In the early 1900's, occupational selection and employment were emphasized, followed by school adjustment in the mid-1900's, and then personal development. The field of guidance and counseling continues to change:

- There is an increased emphasis on accountability for student learning and the goal of educating students to live in a global society.
- There is an increased awareness of issues relating to personal safety and violence in the schools.
- The demand for accountability in a guidance program has also increased. Student outcomes are identified and evaluated; program processes and outcomes must be identified and evaluated as well.

The Structure of the National Framework

The structure of the National Framework for State Programs of Guidance and Counseling was developed to meet these changing needs. The Framework is built around a system of program standards and indicators allowing for states and school districts to develop and design their own programs in accordance with their changing needs.

Standards are a way of expressing common goals–first in terms of a vision, and then in terms of clear statements (called standards) of what we want to accomplish. Actually, standards serve as the destination. You do have to know where you're going before you can get there. Since we, as states and school districts are all starting at different places in developing or revising our comprehensive guidance and counseling programs, we will take very different routes to arrive at our common destination.

We may think of a framework as an instrument to help us determine which route to take and how to structure our efforts in order to achieve our goal. The framework is not a completed building. It is, however, a scaffolding that provides initial support, definition, and direction to our efforts. The National Standards for State Programs of Guidance and Counseling describe what a comprehensive guidance and counseling program should look like. This Resource Guide serves to assist with the development and implementation of that program.

In addition to serving as the structure for building a state or local guidance program, these standards and indicators serve other uses for administrators, local governing boards, teacher educators, business, the community, and curriculum development teams. The structural framework:

- provides a step-by-step process for guidance curriculum design and development.
- offers a comprehensive, developmental program which serves all students.
- assists in analyzing and evaluating current curriculum.
- provides for assessment of student outcomes.
- provides a framework for local standards development.

- suggests an evaluation process for assessing student developmental progress, as well as counselor and program effectiveness.
- forms a basis for planning.
- provides students and parents with information on program content.
- is useful in course development.
- offers a common language for delivering school guidance and counseling curriculum and services.

This Framework and Resource Guide are offered as tools for you, the State or Local Guidance Administrator/Counselor to design and implement a program that best "fits" your state or community. Use it as a "menu" in selecting and adapting those portions to meet your needs. An abundance of resources and references are provided to give you another place to look for information, as well as examples and samples from other state and local models.

Chapter IV
Steps for Implementing or Revising a Comprehensive Guidance and Counseling Program

The process for implementing a comprehensive guidance and counseling program is very similar whether implementing a model at the state or at the local level. Initial planning, organization, and involvement of key stakeholders is essential. This section provides tips and important points to remember during and throughout the implementation process. The information outlined in this section enables state guidance directors and local school counselors to make the transition from their current program to a more comprehensive up-to-date program. These steps may also be followed when implementing a new program.

Initial Planning Steps

While the responsibility for making guidance and counseling programs work rests with the entire school staff, it is the state director and/or school counselor where the leadership role rests. As the implementation process gets underway, there are key elements to consider or questions to raise.

While the responsibility for making guidance and counseling programs work rests with the entire school staff, it is the state director and/or school counselor where the leadership role rests.

- Does the administration support the program? How is this support communicated?
- How does the staff deal with change?
- Who are key people on staff or in the community that you can count on to assist you?
- Has funding been allocated for the program?
- Is there a guidance model framework in existence? Is it being utilized?
- What is your timeline?
- Are results measured and communicated to staff and community?

Mission Statement and Philosophy Suggestions

1. Determine program goal(s)

What do you wish to accomplish by implementing a comprehensive guidance and counseling program? What results do you want to see for students? the school? the community? for parents?

2. Clearly relate the purpose of the program to the district's or school's overall mission

The guidance and counseling program is a part of the total educational system of a school or state. Therefore, the purpose must directly relate back to the overall mission statement.

3. Develop the program mission statement and philosophy

The program mission statement and philosophy/rationale must be developed with input from advisory committee members and school or state level staff. A draft statement can be prepared, but not adopted until endorsement from these groups is received.

Form Committees

1. Steering Committee/Task Force

The purpose of the steering committee/task force is to assist with program design, implementation, and overall guidance of the process for the program.

2. Advisory Committee Members

This committee will remain in existence after the model is developed and implemented. Their purpose is to serve as general advisors to the program in areas such as curriculum content, guidance services, program structure, and accountability.

Assess Needs

1. Review current program

If a needs assessment is to be conducted, initial planning is key. The results of this phase will set the direction and content for your program.

Is there a need to revise? Are there portions of your program that can remain? Has any state or federal legislation been passed that will have an impact on your program? These are important items to keep in mind when formulating your program plan.

2. Identify needs to be assessed

If a needs assessment is to be conducted, initial planning is essential. The results of this phase will set the direction and content for your program.

3. Identify respondents

Who are you going to survey? Who are the key stakeholders? It is suggested that students, parents, school staff, business and key individuals and groups in your community all be included. Their input is vital in developing your customized program.

4. Develop needs assessment instrument(s)

See the Standard 11 section later in this Guide for examples of needs assessments instruments used by other states and schools.

5. Collect and analyze data and set program priorities based on newly identified student competencies.

When setting program priorities, it is important to enlist your steering/advisory committees in the process. It is also important to keep your administration and governing board apprised of the survey results, as well as the priorities that have been set. When a community wide needs assessment is conducted, some formal announcement of the results should be considered. This could be in the form of a newsrelease in the local newspaper or radio announcements.

Establish Objectives

1. Determine desired outcomes

What do you want students to know and be able to do as a result of your program? These items should form the basis for student and program outcomes and are obtained from needs assessment results.

2. Describe what the program will contain, do, or become, and changes in responsibilities implied

Any time change is implemented, it is important to keep all parties informed with what is happening and when. It is important to keep in mind the "chain of command." There should be no surprises! A well planned presentation of your program is vital.

Any time change is implemented, it is important to keep all parties informed with what is happening and when. It is important to keep in mind the "chain of command." There should be no surprises! A well planned presentation of your program is vital. Everyone–this includes the administration, governing board, advisory/steering committee, counseling staff, teachers–should have an opportunity to provide input.

Determine a Basic Course of Action

1. Consider possible program alternatives and consequences

Are you willing to step "outside the box" and look at new things? Is your program comprehensive and complete? What are other states and schools doing that could be adopted or adapted?

2. Identify major areas of responsibility

The person with overall responsibility for program implementation/improvement should be identified as well as who is responsible for implementing each phase of the program. This is where action planning comes in.

3. Define specific tasks involved in each responsibility

Your action plan should be comprehensive and used as a planning tool, as well as to form the agenda for planning meetings. It should define the what, when, and how for all guidance staff.

4. Establish timelines/budget

An action plan cannot be effective unless timelines are established, methods defined, and a budget provided. You cannot implement a program unless a timeline is used to hold people responsible. You cannot implement a program unless financial resources have been allocated to support it.

5. Assign subcommittee members to special responsibility areas and tasks

Everyone on committees should be made to feel like they are contributing. A procedure for reporting back results and progress should be established.

6. Meet with the administration and governing board to gain support to improve and restructure the school counseling program

Full support and buy-in of the administration and governing boards/committees are required before the implementation process can begin. They should have the opportunity to review a program draft and ask questions and/or make recommendations.

Development

Design or Revise the Guidance and Counseling Program Plan

1. Determine program content and processes

The beginning phase of the process starts with the results of needs assessments. Input from other counselors should be obtained. Resources and materials from other states and schools should also be researched.

2. Establish student competencies and indicators

There are several excellent resources in existence. This guide provides you with a listing of both the NOICC and ASCA competencies and indicators. Many states and schools have adopted these or changed them to better fit their needs. Other states and schools have designed their own competencies. Samples of these programs are included in Appendix J.

3. Select standards for the indicators

Local standards set the target for what students should be able to do in your state or school. Here again, the input of key stakeholders is essential.

4. Select appropriate learning activities and develop a scope and sequence for delivery to meet local district and community needs

What is going to be delivered, when? Who is going to deliver the curriculum? What curriculum resources and materials are needed? Have priorities been determined?

5. Implement sequential guidance curriculum for each grade level or grade level-grouping

The guidance content that is delivered to students should be developmental and sequential, reinforcing content grade level by grade level. There are excellent lesson plan guides that provide classroom activities by grade level and according to student competencies and indicators.

6. Develop a master calendar for each month of the school year, categorizing activities under the appropriate program components

The calendar serves as an excellent planning tool for both state level and district level activities.

Define Staff Competencies

Job descriptions and performance evaluation tools for staff are a local issue, however samples have been included in this guide to serve as a resource.

Obtain Administrative Endorsement

The endorsement of the administration and governing board is the final step before beginning to implement your program. It is important that they "sign-off" on the program, indicating their support. Periodic reports should also be made from time to time to keep them informed of progress.

Implementation

Plan Program Implementation

Identify organizational capabilities and needs for implementation. What is the role of faculty? What resources are needed? Is there a need for support guidance program staff? What is the budget for implementation? What needs are there as far as staff development? What are the timelines? These are all items that need to be considered in future program planning.

Program Evaluation

Determine if the guidance and counseling program is meeting the established standards, goals, and objectives. Evaluate the guidance program based on student competency attainment, personnel performance-based evaluation, and the achievement of program standards.

Documentation

It is important to develop a documentation file as a part of the implementation process. Examples of materials to include are as follows:

Mission and Philosophy/Rationale Statement
Board of Education Assurances
Listing of Steering/Advisory Committee Members
Agenda and Minutes of Steering and Advisory Committee Meetings
Summary of Needs Assessment Data
Current Listing of Curriculum Resources
Effects Data
Documentation from publics (clippings, letters, etc.)
Action Plan Copies

Involving Others

When implementing a comprehensive guidance and counseling program, it is important to involve others as part of the process.

When implementing a comprehensive guidance and counseling program, it is important to involve others as part of the process.

Involving Administrators

It is important that the administration be informed about the program and approve and support the implementation plan. The administration should make sure adequate time is provided for counselors to inform the school staff about the counseling program.

In addition, the following kinds of administrative support are needed:

- Commitment to Staff: Provide oral and written support of the guidance and counseling program to all staff.
- Time: Provide counselors time to implement the guidance and counseling program. This may entail the elimination of non-guidance duties.
- Facilities: Appropriate facilities should be available to implement the comprehensive guidance and counseling program to accommodate individual, small group, and classroom activities.
- Budget: Provide a budget based on identified guidance and counseling needs that allows for the purchase of resources and training to implement the program.
- Program Evaluation: Provide opportunities to evaluate the comprehensive guidance and counseling program/standards.
- Performance Evaluation: Periodically evaluate each counselor against their annual position description.

Involving Teachers

It is important that all teachers be informed about the program model and their intended roles. It is also important for counselors and classroom teachers to work together to plan the delivery of program activities. Because access to classroom time

is often difficult to obtain, counselors should work with classroom teachers to present guidance activities within the various curriculum areas whenever possible. The teacher should also help decide when these guidance activities will be placed on the master calendar. The number of students served in a particular subject area should also be considered and resources provided.

Details of the actual implementation of the guidance activities will be determined by the counselors, teachers, and others involved. Whenever possible the teacher should be encouraged to be part of the presentation and evaluation of the classroom guidance activity.

The following are examples of ways to involve teachers:

- Present the student competencies to be addressed and help relate them to the subject matter area.
- Identify stated student needs as perceived by teachers and develop learning activities and units to meet them.
- Suggest that learning activities are available in particular subject matter areas, and work with teachers to schedule them for classroom use.
- Be visible and involved with the teaching staff in the classroom and on curriculum committees.
- Recognize teacher participation in the guidance and counseling program.
- Schedule classroom guidance activities in advance.
- Share information about the program through calendars or newsletters.
- Be a salesperson, any new program activity needs support.

Involving Parents

Because parents are a child's first and most influential teacher, comprehensive guidance and counseling programs need to actively reach out to parents and involve them in meaningful ways. An understanding of the importance of parental involvement can be addressed through communication from the school.

Effective school guidance and counseling programs are sensitive to and respect the concerns and differences in opinion some parents may express. If problems or disagreements occur, it is often because parents have not been adequately informed or involved in the planning or implementation of the school guidance and counseling program.

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An understanding of the needs assessment results is basic to parental input and involvement in the program.

The following are ways to involve parents:

- Involve parents as members of an advisory committee.
- Include parents in the needs assessment process.

- Attend parent-teacher meetings and provide an open dialog at parent-teacher conferences.
- Write articles for the school and local newspapers about the program model and the local program (activities and results).
- Speak at the school open house and PTA meetings.
- Involve parents in appropriate guidance activities (school and home).
- Coordinate a parent-student career night.

Involve Community and Business Resources

It is important to understand that not all learning occurs within the four walls of the classroom and in the school building. Many community persons possess knowledge and skills which they would be happy to share with students. In developing comprehensive guidance and counseling programs, ways should be sought to bring the educational and business communities together in key activities. Many career development activities can be facilitated by bringing community people into the classroom, while others can best be achieved by taking the students into the community and workplace.

Many community persons possess knowledge and skills which they would be happy to share with students. In developing comprehensive guidance and counseling programs, ways should be sought to bring the educational and business communities together in key activities.

Since institutions cannot provide all the services individuals need, students should be aware of the various agencies which provide assistance and guidance. People need to know the scope of these services and how one may access such services.

Each guidance department should maintain a file (directory) of community resources who may be contacted for purposes of student referral, assistance with classroom activities, mentoring, job shadowing, additional information, or other collaborative processes.

The following list is offered as suggested community resource areas:

- Guest speaker file
- Post-secondary technical institutes
- Consultants/mentors
- Law Enforcement agencies
- Government agencies
- Legal advisors
- Medical and health services
- Colleges and Universities/student services
- Media (paper, radio, and TV)
- Social Service agencies
- Local business and industry contacts
- Mental health providers
- Service clubs and community organizations
- Parent/Teacher Association members
- School Board members

Chapter V
Guidance and Counseling Program Standards, Indicators, and Descriptions

Standard One: Program Content

The content of a comprehensive guidance and counseling program is based on student competencies and is organized by domains such as academic achievement, personal-social development and career development. The competencies within each domain are organized by grade levels or grade level groupings. Priorities for addressing the competencies are set by the guidance team and are based on student needs assessment. A variety of strategies, activities, delivery methods and resources are used to promote student mastery of these competencies to ensure student success.

Standard:

The comprehensive guidance and counseling program is based upon specific student growth and development content.

Indicators:

- The program content is organized by specific domains of learning.
- The content is structured and articulated by grade levels or grade level groupings scope and sequence.
- The content is delivered in stand alone and/or infused units in various subject matter areas.
- Student performance is based upon demonstrated competency attainment.

Description

Program Content

The content of a comprehensive guidance and counseling program is the overall umbrella of services and curriculum provided to students. The content is usually based on student competencies and organized by domains. The National Career Development Guidelines from NOICC and ASCA's National Standards for Counseling Programs (see appendices J and K) have been provided as examples. The structure within each of these provides for three broad domains with students competencies and indicators identified by grade level groupings.

Example

Wisconsin Developmental Guidance Model

We have selected the *Wisconsin Developmental Guidance Model* to provide you with an example of organizational structure for program content.

The Wisconsin Model builds the content of developmental guidance programs around nine competencies. Each competency represents a broad developmental concept. Each concept inspires a separate but related objective. As individuals develop, they become more knowledgeable and sophisticated in their use of these competencies throughout their lives. While this model is described in the context of a K-12 developmental guidance program, these competencies represent lifelong development and learning goals. Wisconsin has identified the following nine competencies: Connect Family, School, and Work; Solve Problems; Understand Diversity; Work in Groups; Manage Conflict; Integrate Growth and Development; Direct Change; Make Decisions; and Set and Achieve Goals.

For each of the competencies, the definition and rationale statements clarify the meaning and suggest applications of the competency to everyday life.

The Competencies with Sample Indicators: An Implementation Framework

The sample indicators are provided for school districts to use as examples for developing an implementation plan with indicators that are locally meaningful. Indicators describe a level of understanding or a level of mastery that students demonstrate by their actions and activities. These indicators should be regularly reviewed by the developmental guidance team as an ongoing part of the assessment and evaluation process.

A sample of the model complete with competencies and indicators follows. From this model, student activities are developed.

The Competencies, Definition, Rationale, and Sample Indicators

Competency: Connect Family, School, and Work

Definition:
Students recognize and describe how family, school, work, and community systems are interdependent, and how each system influences attitudes, aspirations, opportunities, and behavior.

Rationale:
Students need to recognize how their relationships with family, school, work, and community contribute to their successful transition from dependence to self-sufficiency as they understand, interpret, and participate in a global society. Successful participation demands that students understand the delicate balance between independence and interdependence.

Sample Indicators: Sequential Flow
Sample indicators follow the rationale section. These indicators describe a specific developmental ability, areas of knowledge or set of skills. This list of sample indicators is not comprehensive. Therefore, schools will need to generate indicators that are representative of their community and that hold meaning for their students. The indicators are distributed into three domains: educational, personal/social health (which includes the development of psychosocial skills), and career. The domains are not mutually exclusive, as the combination of the three are integral to students' lifework. The domains are part of an implementation framework designed to facilitate comprehensive implementation and integration.

Level	Educational	Personal/Social Health	Career Development
Elementary	Students describe how people cooperate with one another to reach common goals in their classroom, at home, and in the community.	Students demonstrate healthy ways to express needs, wants, and feelings, and can communicate care, consideration, and respect for self and others.	Students describe various opportunities, options, and roles that interest them in their communities, family,and the world of work.
Middle/Junior	Students identify the interrelatedness of family, school, work, and community, and can use this knowledge to plan for their participation in the educational system	Students demonstrate communication skills, including refusal and negotiation skills, that are necessary to build and maintain healthy relationships and enhance personal health.	Students identify the interrelatedness of family, school, work, and community, and can use this knowledge to plan for participation in the employment system.
High School	Students utilize their understanding of educational role influences to develop educational and training plans.	Students demonstrate skills for communicating effectively with family, peers, and others, and can analyze how interpersonal communication affects relationships.	Students apply their work-based skills and knowledge as citizens, workers, and consumers in implementing their career plans

Standard Two: Mission Statement

The program mission statement is a clear statement of the purpose of the guidance and counseling program and how it relates to the overall mission of the school district. It identifies guidance and counseling in education as an integral program. It describes student outcomes as a result of their participation in the program. It also describes a program that is developmental, as well as remedial in design, and includes sequentially organized activities and procedures. This program is implemented by professional school counselors working closely and collaboratively with parents, teachers, students, administrators, and employers.

Standard:

A mission statement for the district's guidance and counseling program has been developed.

Indicators:

- The statement describes the guidance and counseling program as integral to the total educational system.
- The statement describes the program as developmental as well as remedial.
- The statement is supportive of the district's mission.

Description

Preparing Your Mission Statement

What should be in your mission statement?

There is no perfect formula for finding the wording that best describes your program. The mission statement clearly states what you wish to accomplish–the purpose of your program. It should be a one or two sentence, clear concise statement that says who the state or school district is, what the guidance program does, for whom, and why. It should also include desired outcomes for students.

In just a few sentences, a mission statement needs to communicate the essence of your guidance and counseling program to staff, parents, business, and the community. It should be a simple, easy to remember statement that guides the program and is articulated, understood, and supported by all partners.

Why is a mission statement needed?

A mission statement ensures that there is a clear and broad vision for the program, with specified student outcomes and results. Failure to communicate your program's mission can have harmful consequences. Lewis Caroll, as the Cheshire Cat in *Alice in Wonderland* stated: "If you don't know where you're going, it doesn't matter which way you go." The mission statement serves as the guiding statement for the program.

> **The mission statement of a comprehensive guidance and counseling program serves as the definition for what your program is and its vision for what it should provide for students. It is the "starting place" for program development.**
>
> Marsha Kucker
> South Dakota
> Department of Education

The mission statement should be developed jointly by a committee of students, parents, guidance staff, other faculty and administrators, and business and community representatives. This process assures "buy in," finds out where differences exist, and allows for discussion of new ideas. As a result, the group will have the confidence that the mission statement that emerges is genuinely an articulation of commonly held ideas.

One or two persons should be designated as the "writer(s)" to draft and redraft the wording of the statement before submitting a reworked version to the committee for their review. It is also important to circulate the draft mission statement to the board, staff, and other stakeholders for their input. Another good idea is to have someone unfamiliar with the program review the statement to see if it clearly communicates the purpose and intent of the program.

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Elements to Include When Developing Your Mission Statement:

- Name of the state or school district
- Purpose of the guidance and counseling program
- Benefits the program provides to students
- Content that is delivered to students

Example

Mission Statement: South Dakota Comprehensive Guidance and Counseling Program Model

Guidance and counseling is a basic part of each school's total educational program. It is developmental by design and includes sequential activities organized and implemented by certified school counselors with the support of teachers, administrators, students, and parents. The guidance program includes the following components:

- Guidance Curriculum
- Future Planning
- Counseling Services
- Program Management

The guidance program is designed to address the needs of all students by helping them to acquire competencies in personal/social, educational, and career development domains.

Standard Three: Rationale/Philosophy

The rationale/philosophy describes the importance of guidance and counseling as an equal and responsible partner in education in fostering student learning. It also provides reasons why students need the guidance competencies they will master as a result of their involvement in a comprehensive guidance and counseling program. In addition, it provides a foundation/belief system for the program.

Standard:

A rationale/philosophy for the district's guidance and counseling program has been developed.

Indicators:

- The statement establishes the need for the district's program.
- The statement connects the program to the educational goals of the district.
- The statement provides the rationale for restructuring guidance and counseling as a program delivered to all students in contrast to an array of ancillary services available to students.

Description

The Program Rationale/Philosophy Statement

What is the rationale/philosophy statement?

The program rationale/philosophy statement further defines the guidance and counseling program–who is involved, what they are doing, and why they are doing it. It clearly states what your program hopes to accomplish and identifies and clarifies the justification for guidance and counseling services as an integral part of the overall curriculum of a school district.

The rationale/philosophy statement also identifies a belief system and establishes the broad goals of the program. It contains a set of principles agreed upon by those responsible for program implementation relating to students, professional staff, and program services. This statement answers two basic questions–Why does your program exist? What are the results for students?

Why is a rationale/philosophy statement needed?

The rationale/philosophy statement serves as the focal point for implementing, updating, and evaluating guidance and counseling programs. It serves as a guiding tool for all program services and activities. Because it is jointly developed by staff, parents, and business and community members, it assures buy-in, support, and a clear direction for the guidance and counseling program. The statement sets the expectations for student learning by outlining a vision and guiding principles to set the structure.

The rationale/philosophy statement serves as the focal point for implementing, updating, and evaluating guidance and counseling programs. It serves as a guiding tool for all program services and activities.

By developing a written statement of the values of the program, group members have a chance to contribute to articulation of these values, as well as to evaluate how they match those of the school district.

Key Elements:

The following elements have been identified as criteria to include when developing your rationale/philosophy statement.

- The statement of philosophy addresses all students.
- It focuses on primary prevention and student development.
- It identifies persons to be involved in the delivery of activities.
- It identifies who will plan and who will manage the program.
- It defines the management system to be used.
- It identifies who will be responsible for monitoring students' academic, career, personal/social, and leisure progress.
- It indicates when and how counselors maintain their professional competencies.
- It defines the ethical guidelines followed by the department.

Example

Program Rational/Philosophy Statement:
Arizona Comprehensive Competency-Based
Guidance Program Workbook

The school district believes that the guidance program is an important and integral part of the overall educational process.

Since students develop emotionally, socially, and educationally, the guidance and counseling program must address issues of growth and development. Growth and learning are developmental; therefore, guidance must be developmental and sequential.

The K-12 developmental program is concerned with all students while recognizing the fact that individuals have needs that will continue to require special attention. As a result, the comprehensive guidance and counseling program is for all students with the goal of being proactive as well as crisis-oriented.

Example

Philosophy Statement:
Westford Public Schools, Westford, Connecticut

To implement the guidance program, the School Committee has approved the following philosophy prepared by the counselor and the Guidance Advisory Committee. We believe that:

- The guidance program is a right and shall service all students in Grade K-12. Guidance program services shall be available to local community members as resources allow.
- The guidance program shall be evaluated upon stated goals and student competencies.
- The guidance program shall be consistent with expected developmental stages of learning.
- Guidance program activities will involve the entire school community.
- Students and staff should be encouraged to recognize and appreciate the unique contributions, rights, responsibilities, and esteem of self and others.
- Guidance program activities shall be determined and planned by the local school counseling staff in consultation with other representatives of the school community.
- Guidance program managers shall present evidence of goal attainment at pre-specified intervals during the school year.
- The guidance program shall be managed by state certified counselors using participatory management concepts and practices.
- Students shall have access to a counselor with whom they may discuss guidance-related concerns.
- Each student shall have individual freedom and corresponding responsibility within the constraints of the local educational system.
- School personnel, the students, and parents are responsible for monitoring students' progress in school.
- A mandatory ongoing system of counselor competency renewal is necessary to maintain a quality guidance program in dual responsibility with the administrators and the coordinator of guidance.

Standard Four: Assumptions

The assumptions are the guiding principles that provide the foundation for the program. Assumptions include statements regarding the essence of the contribution the program makes to student success and the competencies professional school counselors must have to carry out their responsibilities. It outlines belief statements that identify and briefly describe the premises on which a guidance and counseling program rests. Assumptions give the program its shape and direction, its nature and structure.

Standard:

Assumptions concerning the nature and structure of the district's guidance and counseling program and the work of program staff have been identified.

Indicators:

- Assumptions state the premises on which the program rests.
- Assumptions identify the principles under which the program staff work.

Description

Assumptions and Guiding Principals for Guidance and Counseling Programs

The conceptual framework is based on a set of assumptions and guiding principals which provide the foundation on which the comprehensive guidance and counseling program is developed. It outlines the specific assumptions on which the program is based. Webster defines assumptions as a supposition or a hypothesis– things we take for granted. For effective implementation of the program to occur, certain conditions and resources are needed and must be in place as far as staff, budget, program content, facilities, materials, supplies, and equipment.

The assumptions or guiding principles must be in written form and agreed to by those responsible for program implementation, as well as state and school administration. These statements represent the belief and value system for the program, so it is important that there is buy-in and ownership from staff. They also define the basic or minimum conditions essential for successful implementation at the district and building levels. The statements clearly define the environment and conditions in which the program will operate–its conceptual framework.

Following are basic elements to consider when developing the structure for your state and/or local program. A comprehensive guidance and counseling program:

- is a program, rather than a service. It provides a vital link to the total instructional program of the school.
- has structured activities based on the needs of students.
- contains measurable student outcomes which address the needs of all students at all education levels.
- is an integral part of the students' total educational experience.
- provides developmental as well as preventive and remedial services.
- includes professional development necessary to maintain a quality program.
- is an equal partner in the educational process.
- is based on standards and student benchmarks (indicators of student expectations).
- is essential to a student's personal growth and development and therefore essential to academic success.
- is a comprehensive program designed to meet the needs of all children, kindergarten through grade 12.
- depends upon the support and collaboration of administrators, teachers, other school personnel, students, and community.
- contains curricular elements which clearly identify the knowledge, attitudes, and skills to be acquired through regularly assessed needs of the students.
- will be regularly and systematically evaluated in light of its benchmarks and standards.
- is coordinated and implemented by professionally endorsed school counselors.

Elements to Include in the Conceptual Framework:

- What do we believe about the purpose of school guidance and counseling?
- What do we believe about students and learning?
- What do we believe about the content and structure of a guidance and counseling program?
- What do we believe about outcomes for students?

Example

Assumption: Guidance in Montana
Guidelines for Program Development K-12

A planned and systematic guidance program is only as sound as the rationale and concepts that guide its development. The philosophical framework for a comprehensive guidance program follows:

- Guidance provides for, and facilitates, the total growth of all students.
- Guidance programs should be developmental and comprehensive in nature.
- Guidance assists students in the development of personal, social, educational, and career/life planning skills.
- Guidance programs should be systematic and accountable.
- Guidance affects the learning environment in a positive manner.
- An effective guidance program seeks to create a learning environment that will maximize the student's learning capabilities.
- Guidance programs should be flexible and evolutionary.
- Guidance personnel involved in the direct delivery of services should have special skills and training.
- Guidance should be coordinated with other agencies.
- Guidance responsibilities should be shared with others.

Standard Five: Advisory Committee

The advisory committee acts as a liaison between the school and community. It is recommended that the advisory committee be comprised of school staff, parents, Board of Education members, and business and community leaders. A primary duty of the committee is to advise those involved in the program concerning the establishment of program goals, to review present activities, and to encourage improvement and implementation of new activities. Representation and involvement of the advisory committee will vary according to program needs and issues. However, the primary purpose of the committee is to set program goals, provide support, offer advice, review present activities, and encourage new activities to meet the goals of the comprehensive guidance and counseling program.

Standard:

An advisory committee for the guidance and counseling program has been established and is active.

Indicators:

- The committee functions with a written plan of operation.
- The committee provides guidance and counseling in program design, content, structure, and delivery.
- The committee has appropriate representation of the following: gender, business/industry, parents/guardians, students, minorities, teachers, school administrators, and community organizations and agencies.

Description

Working With An Advisory Committee

An advisory committee is a representative group of persons appointed to advise and assist the guidance and counseling program within a state or school district. The primary purpose of the committee is to set program goals, provide support, offer advice, review present activities, and encourage new activities to meet the goals of the comprehensive guidance and counseling program. The committee provides a two-way system of communication between the state and local schools and/or the school and the community, which is essential to all education programs. Even though it has no legislative or administrative authority, its function, that being advisory, is extremely important to the overall success of the program.

Membership of the Advisory Committee should be chosen to reflect the diversity of the community. It is recommended that the committee be composed of staff, parents, school board members, and business and community leaders. It is also suggested that the committee by chaired by the Guidance Program Director.

The advisory committee's information and insight on parental expectations, community expectations, and economic and employment forecasts can be a great asset to the guidance and counseling program. The advisory committee may be organized at the district or individual building level. Responsibilities of a guidance and counseling advisory committee may be assumed by or organized within an existing group.

The primary purpose of the committee is to set program goals, provide support, offer advice, review present activities, and encourage new activities to meet the goals of the comprehensive guidance and counseling program.

As a minimum, the group should meet two times per year. They may meet during the school day, after school, or during the evenings–whichever would work best for the members. The meetings would usually be held at the school, however, they may be held elsewhere as needed.

The initial Advisory Committee organizational problems are time and people. At times, individuals that initially seem to be potential members do not have the time to devote to an educational service of this type. Others may feel that their ideas would receive only token consideration. The people issue must be dealt with when setting up the committee. Advisory Committees should not be a "rubber stamp" board that is made up of people with only one set of opinions or ideas. If there is a divergence of opinion represented in the field or community, all sides should be considered for service. In addition to considering the personal attributes of the individual members, every effort should be made to have truly representative committees. These committees should be selected from a cross section of the community.

Setting up an Advisory Committee–
South Dakota Guidance and Counseling Program Model

1. **Commitment** to the Advisory Committee must be made by the administration and staff. Without a willingness to consider the Advisory Committee's advice, the Council will not function properly as an education input mechanism nor will it attract the kind of members needed for an effective group.

2. **Goals and Objectives** for the Advisory Committee should be set in advance of selecting Advisory Committee members. It is the responsibility of the educational institution and the director/counselor involved to let the Committee know the directions that it should take. These goals can be subject to revision as the need might arise.

3. The **Effectiveness** of the Advisory Committee. It is crucial that each Advisory Committee meeting have a specific agenda and goals to be accomplished. (Don't waste committee member's time!) Minutes of previous meetings and an agenda of the upcoming meeting should also be sent to each member several days in advance.

4. The **number of Advisory Committee members** should be according to state or local district needs. The number of people participating on the Advisory Committee can vary. The greater the representation, the more realistic and up-to-date information can be. With expanding numbers, however, there is a greater risk of having a group that is less manageable. This group should not be so large that it becomes cumbersome to deal with and should lend itself to informal, constructive discussion. Generally, a good rule of thumb is to establish a committee with a minimum of six members and a maximum of twelve members.

6. Potential members should be **invited officially by letter to serve** on the Advisory Committee. A brief explanation should be provided in the letter to indicate the amount of time that may be needed and some of the purposes of the Advisory Committee. An opportunity for the potential member to decline should also be included.

7. **The first meeting**. An Advisory Committee should be called together by the person in charge of the Committee. Information should be provided in detail as to the purpose and direction of the Committee. Along with this information, any reports and other information and data that has been previously collected should be included in an information packet to each member. Setting meeting dates and times and other organizational activities should take place at the first meeting.

8. **Advisory Committee Coordination**. It is the responsibility of the counselor in charge of the Advisory Committee to help set up meetings, develop the agenda, contact the Advisory Committee members, and provide general assistance to the Committee.

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9. **Term of Membership**. Members should be appointed to definite terms of office serving from one to three years. Provision should be made for staggered replacement so that there will always be experienced members serving. When a term has expired, a new Committee member should be appointed for a new term.

10. **Number of Meetings**. Needless meetings should not be called. It is important however, to maintain an open line of communication with all Advisory Committee members. Meetings should be called as needed with a minimum of two per year needed to update the Committee on any changes to the program. Periodic telephone contacts between formal Advisory Committee meetings are also recommended.

In addition to its other functions, the advisory committee is a good public relations tool for your program. It builds support and identifies partnerships for program activities, as well as funding sources.

Marsha Kucker
South Dakota
Department of Education

Selecting Committee Members

The first step in forming a viable council is selecting good candidates for membership. The council must be able to function as a communications link between the guidance and counseling program and the various groups to be served: students, parents, educators, business, and the community. Careful selection of members is critical–screening candidates is a good idea. Members may be selected to represent:

- Both sexes, handicapped individuals, and racial and ethnic minorities;
- Appropriate representatives of business and the community whose expertise will benefit the program. Individuals who can represent various organizations important to the guidance and counseling area should also be considered.
- Individuals from various age and educational levels and parents will offer valuable contributions.

Members should also be screened for their personal qualities. Some qualities desirable in advisory council members include:

- A **sincere interest** in the guidance and counseling program. Doing a good job will require that each member be willing to take an active role in the council, not a passive one.
- A **background knowledge** of guidance and counseling. Individuals with occupational expertise and/or work experience are valuable assets. Individuals with no foundation knowledge to offer when they are first appointed may find the information and understanding gap is too great to overcome.
- **Good communication skills**, **administrative skills**, and a **willingness to work hard**. These are characteristics of an effective leader and should be a prerequisite for membership on the council.

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- A member with **good character** and the **confidence and respect of their associates** in the business community. The good reputation of the council's members will enhance the standing and reputation of the entire program.
- **Respect and tolerance** are critical qualities, as well as the ability to be a good listener and to express his/her opinions.
- **Willingness to devote the time required** to be an advisory council member. A commitment to attend council meetings and to work on projects is a prerequisite.

Advisory Committee Agendas: South Dakota Guidance and Counseling Program Model

First Meeting Agenda

1. Department head, coordinator, or instructor serves as temporary chairman and appoints temporary secretary.
2. Introduce all members present.
3. Temporary chairperson explains the concept of an advisory committee and the activities with which it will be concerned.
4. A representative of the Board of Education, possibly the superintendent, informs the committee of their relationship to the department or school. Duplicated copies of the School Board's statement of policy should be distributed.
5. The temporary chairperson may distribute a sample of rules of operation, such as:
   a. Time and length of meetings.
   b. Method of notifying members.
   c. Method of calling special meetings.
   d. Method of developing agenda for meetings.
6. The temporary chairperson suggests program areas most urgently in need of immediate study.
7. The committee sets date, time, and place of next meeting, indicating that permanent officers will be elected at that time.
8. Tour of facilities.
9. Meeting adjourns.

Second Meeting Agenda

1. Temporary chairperson calls meeting to order.
2. Roll call by temporary secretary.
3. Minutes.
4. Election of permanent officers. (Temporary officers serve until the end of the meeting.)
5. Determine permanent rules of operation which should include meeting time, place, and dates.
6. Plan long-range program of work.
7. Set up priority of areas to be considered.

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8. Arrange for executive committee meeting before next regular meeting.
9. Explanation of present educational program.
10. Adjourn.

Example

Suggested Operating Policies for Counseling Advisory Committees: Idaho State Guidance and Counseling Model

Section A: Purpose

Article I: Define the purposes and duties of the advisory committee.

- Study the needs of the community and school.
- Aid and guide the counseling program.
- Help develop and maintain relevant programs.
- Offer recommendations for improvement.
- Assist in evaluation of the program.
- Assist the program in obtaining community support.
- Investigate programs in other communities with the idea of encouraging the use of those practices which may be applicable.
- Assist in the revision of the objectives of the program if warranted.
- Serve as an avenue of communication between the program and community.
- Annually evaluate progress made toward stated objectives.
- Assist in collecting, analyzing, and interpreting data.

Article II: This advisory committee shall exist only during such time as it may be authorized by the governing Board.

Article III: This advisory committee shall operate only within the limits of the school counseling program for which it has been appointed.

Section B: Membership

Article I: Minimum of three and a maximum of nine.

Article II: Members selected to represent a cross-section of the community.

Article III: Members submit names of prospective members to the committee.

Article IV: Each member is appointed for a term of three years, except when the position is to fill an unexpired term.

Article V: At least two-thirds of the members will be retained each year.

Article VI: One-third of the members will be appointed each year.

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Article VII: The term of new members shall begin on (date).

Article VIII: A member may forfeit membership on the committee if two successive meetings are missed without presenting, in advance, to the chair of the committee a valid reason for absence.

Article IX: The lead school counselor, or an appropriate designee, is an ex-officio member and is expected to be present at each committee meeting.

Section C: Meetings

Article I: Regular meetings of the advisory committee will be held during the academic year. (Twice per year is often adequate for full committee meetings. You may have need for more sub-committee meetings.)

Article II: Written notices of committee meetings shall be mailed to all members (two weeks) before each meeting.

Article III: A tentative agenda shall be prepared and provided to committee members prior to meeting time.

Article IV: Meetings shall not be more than two hours long unless a majority of the committee members vote to continue a particular meeting beyond that limit.

Article V: A quorum must be present to vote on proposals. A majority of the members is a quorum.

Section D: Officers and Their Duties

Article I: The officers shall be elected annually by majority vote of the committee members at the first meeting.

Article II: The officers shall be a chair, a vice-chair, and a secretary.

Article III: The executive committee shall consist of the chair, vice-chair, secretary and the school counselor. It shall:

a. act on urgent committee matters before committee meetings.
b. prepare agenda for committee meetings when requested.
c. call special meetings of the committee as needed.

Article IV: The Chair shall be elected from among those members who have served on the committee for at least one year. Duties shall be:

a. preside at meetings.
b. serve as chair of the executive committee.
c. appoint, as the need arises, standing and/or special committees.
d. members may include persons other than committee members.

Article V: The vice chair in the absence of the chair shall perform the duties of the chair and such other duties as delegated.

Article VI: The secretary shall:

a. keep records of the attendance of members at meetings.
b. keep a record of the discussion and recommendations.
c. maintain a permanent record file of committee activities.
d. distribute minutes of committee meetings and copies of other committee documents to committee members, teacher, and others who may be concerned. The secretary shall have the assistance of the instructional and support staff and use of the facilities in performing these functions.

Section E: Policy Changes

Article I: These operating policies may be amended by a two-thirds affirmative vote of members at any regular committee meeting or a specially called meeting with a 30-day written notice.

Standard Six: Financial Resources

Adequate financial resources are essential for the success of a comprehensive guidance and counseling program. The local program budget should provide for all resources needed to achieve program objectives. It could include funds from the district, community, and other external sources.

Standard

Adequate financial resources are provided for the guidance and counseling program to fully ensure implementation.

Indicators

- Financial resources for the program are provided.
- Funds are identified from internal and external sources.
- Program staff annually develop a budget to ensure full program implementation.

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Financial Support and Resources for the Program

A successful guidance and counseling program requires a commitment of resources both to implement the program and also to maintain and improve the program. A budget detailing the financial support required for the effective operation of the program should be established. The guidance team can work with the state or school administrator to establish a budget that adequately supports the program. The budget should be reviewed annually so the evolving goals of the advisory committee and staff can be accomplished.

It is recommended that the guidance and counseling program budget be separate from the department or school's administrative and testing budget. Only those items that are relevant to the current guidance and counseling program should be included.

A successful guidance and counseling program will require changes in the existing educational system–changes in teaching styles, in curricula, and in attitudes among educators, parents, students, and community leaders. To realize such a transformation will require a commitment of resources to bring about the change, and to maintain/improve the changed system. A realistic assessment of required resources can be made by careful development and/or preparation of a program budget. It is recommended that two separate budgets be prepared when implementing a new program:

- The "one-time-only" costs to create the system changes (primarily involved in forming, planning, designing, and implementing).
- The ongoing (annual) costs to maintain and improve the program.

Implementing a New Program

This budget category includes all of the changes that will affect the educational delivery system. Be sure to consider implementation costs for counselors and teachers to meet for developing new curricula or for modifying existing curricula, for counselors to develop the written program plan, for professional development workshops on program implementation, for consultants, school staff, and advisory committee members to meet to plan the overall implementation and delivery system, and for establishing an evaluation system to include students, personnel, program and results. All of these activities will include costs for supplies, instructional materials, printing, professional release time, travel, and consultant fees. A review of your specific program goals and objectives will help in determining this part of your budget.

The start up costs listed above are an investment in the construction of a new education program. After your guidance and counseling program is in place, you will have on-going costs associated with the day-to-day operation of the program. This

part of the program requires funding for salaries, supplies, curriculum materials, and professional development.

Determining costs for program implementation and maintenance will vary from state to state and district to district. However, six basic elements are common to most program budgets: salaries and benefits, travel, contracted services, instructional materials/supplies, equipment, and overhead,

Salaries and Benefits – Ideally, the state or district will have a Guidance Coordinator/Director in addition to counseling staff and clerical support.

Contracted Services – This is an important category, especially when designing, planning, and implementing your program. Cost items in this category include: consultant fees and travel and honorarium for program staff for "outside of school" hours.

Travel – Cost items in this category include meals, lodging, and mileage for program staff.

Supplies/Instructional Materials – This line item will be larger when first implementing the program. Costs include curriculum materials and supplies for the classroom, as well as resources and materials for staff use.

Equipment – Items in this category will include computers for both staff and for student use. Other office equipment may be included in this category as well (fax, photocopies, etc.).

Overhead - This category covers all the items involved in setting up and maintaining office facilities for program staff. Telephone, postage, photocopy charge, and office supplies are examples.

Standard Seven: Facilities, Resources, and Equipment

It is recommended that space be established for guidance and counseling facilities in each school. This space should be large enough to adequately house personnel, resources, and equipment. This area must be accessible to all students. Minimum requirements for this space are a properly equipped, private office for each counselor; a well organized and displayed collection of guidance materials; technological resources available for use for program staff and students; space for individual, small, and large group use; and adequate and secure storage space.

[illegible]

Guidance and counseling program facilities, resources, and equipment, appropriate to carrying out the full intent of the district's program, are provided.

[illegible]

- Appropriate space is provided in each building to meet program needs.
- The guidance facility includes the equipment necessary for word processing, data management, Internet access, and information/data transmission necessary for program operation.
- Facilities and equipment required for student, parent, and staff use of education and career information is available including print computer assisted delivery systems, and Internet resources.

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Description

Facilities, Resources, and Equipment for the Guidance and Counseling Program

A guidance center is the "heart" of all guidance and counseling services and program activities. It brings together all of the available resources and materials and makes them readily available to students. The Center may be used for such activities as individual, small, and large group sessions; career exploration; and individual research and planning. For secondary school students, the Center provides information in the way of career planning, job placement, financial aid and scholarship information, postsecondary planning and registration, and issues related to personal and social concerns. For elementary students, the Center serves as a place for information and services on personal growth and development. Students and their parents can receive information about the guidance curriculum, referral, and counseling services, as well as short term student counseling.

The Center also serves as a valuable resource for teachers in program planning and implementation. Resource materials are provided, as well as the opportunity for joint curriculum planning with counselors. The counseling staff may also sponsor professional development workshops for faculty and staff.

The Center works with employers in coordinating employment opportunities for students and for assistance in curriculum design and delivery.

The Counseling Center serves as a resource for the community in offering workshop sessions on topics such as employment skills, parenting skills, etc.

In providing all of the above services, it is recommended that at a minimum, the facility should include:

- Space for individual and group counseling.
- Office(s) equipped with locking file cabinets, telephone, and computer.
- A student resource/career center with appropriate materials and resources and accessible during after school hours for student and parent use.
- Access to classroom facilities as needed.
- Adequate storage space, as well as access to equipment for training.

Current curriculum materials and equipment must be available for all counselors. Suggested materials include:

- Kits, guidebooks, technical institute and university catalogs, books, videos, cd-rom's and games
- Assessment materials–interest and aptitude assessments, learning style inventories
- Information delivery systems–Internet access, computer software programs

Standard Eight: Professional Staff

Certified school counselors are the providers and managers of guidance and counseling programs. Job descriptions for each position should be in place and utilized by the administration. In addition, the involvement, cooperation, and support of teachers, administrators, parents, students, community members, and business/industry is necessary for a successful program. Both district and building level leadership is crucial as well, as is the maintenance of appropriate student/counselor ratios.

Properly credentialed staff for the guidance and counseling program is in place.

- The district's guidance and counseling program is directed by a fully credentialed school counselor.
- All school counselors are certified by the state.
- Job descriptions for school counselors are derived directly from the school district's guidance and counseling program.
- The ratio of students to school counselors meets state or professional association standards.
- The program requires that school counselors virtually eliminate all non-guidance and quasi-administrative duties.
- The program requires that a targeted amount of counselor time (usually 70-80%) to be devoted to direct services to students.
- The program has established target time allocations to individual planning, the guidance curriculum, responsive services, and system support.

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Guidance and Counseling Program Staff

Guidance and Counseling services are delivered as part of a team approach. It requires the involvement of all school staff to deliver a comprehensive program to students. However, it is the certified school counselor that provides direct service to students and who is responsible for overall program direction and content.

Depending upon the size of the district, guidance staff can range from one individual responsible for the entire K-12 guidance program to a district with a Guidance Director, a counseling staff responsible for elementary, middle, and high school levels, as well as a career counselor and clerical support. Whatever the staffing situation, it is recommended that job descriptions be prepared for each position.

Whatever the staffing situation, it is recommended that job descriptions be prepared for each position.

This section provides information on competencies for counselors, as well as examples of job descriptions for counseling staff. As staffing is a local decision, these samples are provided to give you a resource in designing your own personnel requirements.

Staffing Structure: Utah State Model for Comprehensive Guidance

It is recommended that:

- The school principal and head counselor assume leadership for the management of the program.
- The program leaders actively seek the advice and support of all staff involved in the delivery of guidance services.
- Guidance functions are differentiated according to staff interest and expertise.
- Hours for guidance services should be flexible in order to accommodate student and parent schedules and to provide expertise and resources when needed.
- There be at least one counselor for every 400 students.
- Sufficient secretarial help be provided to free counselors from non-counseling duties and to assist with clerical management of the program.
- There be a placement coordinator or career center director at the secondary level.
- Sufficient personnel be provided under the supervision of the counseling department, to staff career and computer centers and assist with placement at the secondary level.
- In schools with more than one counselor, it is recommended that a head counselor be identified. So that individuals designated as a head counselor can organize or manage the guidance program, consideration may be given to reducing their student caseload.

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Role of the School Counselor: Kansas Comprehensive School Counseling Program Model

Most state and local guidance and counseling program models contain a section that spells out the role and function of the school counselor.

Regardless of level, the school counselor functions in a manner consistent with the educational philosophy of the school. Therefore, first and foremost, the counselor is a member of the educational team with special responsibilities for helping students, as unique individuals, to meet their developmental needs. Through doing so, the counselor assists students in developing into responsible adults who are capable of self direction and responsible societal participation.

Therefore, first and foremost, the counselor is a member of the educational team with special responsibilities for helping students, as unique individuals, to meet their developmental needs. Through doing so, the counselor assists students in developing into responsible adults who are capable of self direction and responsible societal participation.

The vast majority of the counselor's time is devoted to helping students face and solve the normal developmental problems youth face as they move toward maturity. In striving to meet this goal, the counselor focuses on the personal, social, educational, and career development needs of all students.

The counselor provides professional services through the counseling program including: counseling, information, assessment, and teaming. *Counseling* is provided to individuals and small groups. *Information* dissemination is provided for education and career planning, as well as personal and social adjustment. *Assessment* focuses on student appraisal through both tests and non-testing devices, and assists students and significant adults in understanding strengths and weaknesses and in making decisions based on these understandings. *Teaming* consists of counselor consultation, collaboration, and coordination activities to provide students with a sense of consistency within the school and among school, home, and community.

The counselor is proactive in assisting students to effectively adapt to a highly technological and rapidly changing world. Ultimately, the counselor serves as a strong advocate of students as they move through normal development stages.

National Career Development Competencies:

Introduction to Career Counseling Competency Statements

These competency statements are for those professionals interested and trained in the field of career counseling. For the purpose of these statements, career counseling is defined as the process of assisting individuals in the development of a life-career plan with focus on the definition of the worker role and how that role interacts with other life roles.

NCDA's Career Counseling Competencies are intended to represent minimum competencies for those professionals at or above the Master's degree level of education. These competencies are reviewed on an ongoing basis by the NCDA Professional Standards Committee, the NCDA Board, and other relevant associations.

Professional competency statements provide guidance for the minimum competencies necessary to perform effectively a particular occupation or job within a particular field. Professional career counselors (Master's degree or higher) or persons in career development positions must demonstrate the knowledge and skills for a specialty in career counseling that the generalist counselor might not possess. Skills and knowledge are represented by designated competency areas, which have been developed by professional career counselors and counselor educators. The Career Counseling competency statements can serve as a guide for career counseling training programs or as a checklist for persons wanting to acquire or to enhance their skills in career counseling.

Minimum Competencies

In order to work as a professional engaged in Career Counseling, the individual must demonstrate minimum competencies in 11 designated areas. These 11 areas are: Career Development Theory, Individual and Group Counseling Skills, Individual/Group Assessment, Information/Resources, Program Management and Implementation, Consultation, Diverse Populations, Supervision, Ethical/Legal Issues, Research/Evaluation, and Technology.

Professional Preparation

The competency statements were developed to serve as guidelines for persons interested in career development occupations. They are intended for persons training at the Master's level or higher with a specialty in career counseling. However, this intention does not prevent other types of career development professionals from using the competencies as guidelines for their own training. The competency statements provide counselor educators, supervisors, and other interested groups with guidelines for the minimum training required for counselors interested in the career counseling specialty. The statements might also serve as guidelines for professional counselors who seek in-service training to qualify as career counselors.

Career Counseling Competencies and Performance Indicators

Career Development Theory:
Theory base and knowledge considered essential for professionals engaging in career counseling and development. Demonstration of knowledge of:

1. Counseling theories and associated techniques.
2. Theories and models of career development.
3. Individual differences related to gender, sexual orientation, race, ethnicity, and physical and mental capacities.
4. Theoretical models for career development and associated counseling and information-delivery techniques and resources.
5. Human growth and development throughout the life span.
6. Role relationships which facilitate life-work planning.
7. Information, techniques, and models related to career planning and placement.

Individual and Group Counseling Skills
Individual and group counseling competencies considered essential to effective career counseling. Demonstration of ability to:

1. Establish and maintain productive personal relationship with individuals.
2. Establish and maintain a productive group climate.
3. Collaborate with clients in identifying personal goals.
4. Identify and select techniques appropriate to client or group goals and client needs, psychological states, and developmental tasks.
5. Identify and understand clients' personal characteristics related to career.
6. Identify and understand social contextual conditions affecting clients' careers.
7. Identify and understand familial, subcultural and cultural structures and functions as they are related to clients' careers.
8. Identify and understand clients' career decision-making processes.
9. Identify and understand clients' attitudes toward work and workers.
10. Identify and understand clients' biases toward work and workers based on gender, race, and cultural stereotypes.
11. Challenge and encourage clients to take action to prepare for and initiate role transitions by:
    - locating sources of relevant information and experience.
    - obtaining and interpreting information and experiences, and acquiring skills needed to make role transitions.

12. Assist the client to acquire a set of employability and job search skills.

13. Support and challenge clients to examine life-work roles, including the balance or work, leisure, family, and community in their careers.

Individual/Group Assessment

Individual/group assessment skills considered essential for professionals engaging in career counseling. Demonstration of ability to:

1. Assess personal characteristics such as aptitude, achievement, interests, values, and personality traits.

2. Assess leisure interests, learning styles, life roles, self-concept, career maturity, vocational identity, career indecision, work environment preference (e.g., work satisfaction), and other related life style/development issues.

3. Assess conditions of the work environment (such as tasks, expectations, norms, and qualities of the physical and social settings).

4. Evaluate and select valid and reliable instruments appropriate to the client's gender, sexual orientation, race, ethnicity, and physical and mental capacities.

5. Use computer-delivered assessment measures effectively and appropriately.

6. Select assessment techniques appropriate for group administration and those appropriate for individual administration.

7. Administer, score, and report findings from career assessment instruments appropriately.

8. Interpret data from assessment instruments and present the results to clients and to others.

9. Assist the client and others designated by the client to interpret data from assessment instruments.

10. Write an accurate report of assessment results.

Information/Resources

Information/resource base and knowledge essential for professionals engaging in career counseling. Demonstration of knowledge of:

1. Education, training, and employment trends; labor market information and resources that provide information about job tasks, functions, salaries, requirements and future outlooks related to broad occupational fields and individual occupations.

2. Resources and skills that clients utilize in life-work planning and management.

3. Community/professional resources available to assist clients in career planning, including job search.

4. Changing roles of women and men and the implications that this has for education, family, and leisure.

5. Methods of good use of computer-based career information delivery systems (CIDS) and computer assisted career guidance systems (CACGS) to assist with career planning.

Program Promotion, Management, and Implementation

Knowledge and skills necessary to develop, plan, implement, and manage comprehensive career development programs in a variety of settings. Demonstration of knowledge of:

1. Designs that can be used in the organization of career development programs.
2. Needs assessment and evaluation techniques and practices.
3. Organizational theories, including diagnosis, behavior, planning, organizational communication, and management useful in implementing and administering career development programs.
4. Methods of forecasting, budgeting, planning, costing, policy analysis, resource allocation, and quality control.
5. Leadership theories and approaches for evaluation and feedback, organizational change, decision-making, and conflict resolution.
6. Professional standards and criteria for career development programs.
7. Societal trends and state and federal legislation that influence the development and implementation of career development programs.

Demonstration of ability to:

8. Implement individual and group programs in career development for specified populations.
9. Train others about the appropriate use of computer-based systems for career information and planning.
10. Plan, organize, and manage a comprehensive career resource center.
11. Implement career development programs in collaboration with others.
12. Identify and evaluate staff competencies.
13. Mount a marketing and public relations campaign on behalf of career development activities and services.

Coaching, Consultation, and Performance Improvement

Knowledge and skills considered essential in relating to individuals and organizations that impact the career counseling and development process. Demonstration of ability to:

1. Use consultation theories, strategies, and models.
2. Establish and maintain a productive consultative relationship with people who can influence a client's career.
3. Help the general public and legislators to understand the importance of career counseling, career development, and life-work planning.
4. Analyze future organizational needs and current level of employee skills and develop performance improvement training.
6. Mentor and coach employees.

Diverse Populations

Knowledge and skills considered essential in relating to diverse populations that impact career counseling and development processes. Demonstration of ability to:

1. Identify development models and multicultural counseling competencies.
2. Identify developmental needs unique to various diverse populations, including those of different gender, sexual orientation, ethnic group, race, and physical or mental capacity.
3. Define career development programs to accommodate needs unique to various diverse populations.
4. Find appropriate methods or resources to communicate with limited English-proficient individuals.
5. Identify alternative approaches to meet career planning needs for individuals of various diverse populations.
6. Identify community resources and establish linkages to assist clients with specific needs.
7. Assist other staff members, professionals, and community members in understanding the unique needs/characteristics of diverse populations with regard to career exploration, employment expectations, and economic/social issues.
8. Advocate for the career development and employment of diverse populations.
9. Design and deliver career development programs and materials to hard-to-reach populations.

Supervision

Knowledge and skills considered essential in critically evaluating counselor or career development facilitator performance, maintaining and improving professional skills. Demonstration of:

1. Ability to recognize own limitations as a career counselor and to seek supervision or refer clients when appropriate.
2. Ability to utilize supervision on a regular basis to maintain and improve counselor skills.
3. Ability to consult with supervisors and colleagues regarding client and counseling issues and issues related to one's own professional development as a career counselor.
4. Knowledge of supervision models and theories.
5. Ability to provide effective supervision to career counselors and career development facilitators at different levels of experience.
6. Ability to provide effective supervision to career development facilitators at different levels of experience by:
   - knowledge of their roles, competencies, and ethical standards
   - determining their competence in each of the areas included in their certification
   - further training them in competencies, including interpretation of assessment instruments

- monitoring and mentoring their activities in support of the professional career counselor; and scheduling regular consultations for the purpose of reviewing their activities

Ethical/Legal Issues

Information base and knowledge essential for the ethical and legal practice of career counseling. Demonstration of knowledge of:

1. Adherence to ethical codes and standards relevant to the profession of career counseling (e.g., NBCC, NCDA, and ACA).
2. Current ethical and legal issues which affect the practice of career counseling with all populations.
3. Current ethical/legal issues with regard to the use of computer-assisted career guidance systems.
4. Ethical standards relating to consultation issues.
5. State and federal statutes relating to client confidentiality.

Research/Evaluation

Knowledge and skills considered essential in understanding and conducting research and evaluation in career counseling and development. Demonstration of ability to:

1. Write a research proposal.
2. Use types of research and research designs appropriate to career counseling and development research.
3. Convey research findings related to the effectiveness of career counseling programs.
4. Design, conduct, and use the results of evaluation programs.
5. Design evaluation programs which take into account the need of various diverse populations, including persons of both genders, differing sexual orientations, different ethnic and racial backgrounds, and differing physical and mental capacities.
6. Apply appropriate statistical procedures to career development research.

Technology

Knowledge and skills considered essential in using technology to assist individuals with career planning. Demonstration of knowledge of:

1. Various computer-based guidance and information systems as well as services available on the Internet.
2. Standards by which such systems and services are evaluated (e.g., NCDA and ACSCI).
3. Ways in which to use computer-based systems and Internet services to assist individuals with career planning that are consistent with ethical standards.
4. Characteristics of clients which make them profit more or less from use of technology-driven systems.
5. Methods to evaluate and select a system to meet local needs.

Job Descriptions: Missouri Comprehensive Counseling and Guidance Model

Elementary School Counselor

Primary Functions:

As a member of the district's guidance and counseling department staff, a counselor is to provide a comprehensive guidance and counseling program for students in grades K-6. The counselor provides activities to address the needs of the students, consults with teachers, staff, and parents to enhance their effectiveness in helping students, and provides support to other elementary programs.

Major Job Responsibilities:

1. Implement the elementary guidance curriculum.
2. Guide and counsel groups and individual students through the development of educational and career plans.
3. Counsel small groups and individual students with specific needs.
4. Consult with teachers, staff, and parents regarding the developmental needs of students.
5. Refer students as needed to appropriate community resources consultation with their parents.
6. Participate in, coordinate, or conduct activities which contribute to the effective operation of the school.
7. Evaluate and revise the building guidance and counseling program.
8. Pursue professional growth.

Key Duties:

Implement the elementary guidance curriculum: conduct guidance learning activities in the classroom as planned in conjunction with school administration and teachers; consult with and be a resource person for teachers to facilitate the infusion of guidance into the regular education curricula.

Guide and counsel groups and individual students through the development of educational and career plans: provide orientation activities for students new to the school; participate in orientation programs for parents and students; assist students in the transition from elementary to middle/junior high school; inform students and their parents of test results and their implications for educational planning; provide resources and information to assist in career awareness and career exploration activities.

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Counsel small groups and individual students with specific needs: conduct structured, goal oriented counseling sessions to meet the identified needs of individuals or groups of students. Session topics at the elementary level may include self awareness, self identity, academic problems, behavior problems, peer problems, family issues, child abuse, and substance abuse.

Consult with teachers, staff, and parents regarding meeting the developmental needs of students: participate in staff meetings; conduct in-service programs for faculty; conduct and facilitate conferences with teachers, students, and parents; conduct or provide opportunities for parent education programs; assist families with school related problems.

Refer students as needed to appropriate community agencies in consultation with their parents: consult and coordinate with in-district and community agencies such as school psychologists, nurses, administrators, and community-based psychologists, service agencies and physicians.

Coordinate, conduct, or participate in activities which contribute to the effective operation of the school: interpret group test results to faculty and staff; establish effective liaisons with all grade levels; act as an advocate for students as appropriate in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs such as gifted education; participate with the administration and faculty as a team member in the implementation of the district assessment program.

Evaluate and revise the building guidance and counseling program: review the guidance program periodically with staff and administration using the program evaluation self-study; review and modify the program calendar and evaluate guidance learning activities.

Pursue professional growth: attend state and local staff development programs; join professional associations; read professional journals; attend relevant workshops and conferences sponsored by professional organizations; take postgraduate courses.

Time Distribution for Elementary School Counselors

In order to carry out a comprehensive guidance and counseling program the following allocation of time is recommended:

Guidance Curriculum	30-40%
Individual Planning	5-10%
Responsive Services	30-40%
Systems Support	15-20%
Non-Guidance	0%

Job Description
Middle/Junior High School Counselor

Primary Functions:

As a member of the district guidance and counseling department staff, a counselor is to provide a comprehensive guidance and counseling program for students in grades 6-9. The counselor provides activities to address the needs of the students, consults with teachers, staff, and parents to enhance their effectiveness in helping students, and provides support to other middle/junior high school educational programs.

Major Job Responsibilities:

1. Implement the middle/junior high school guidance curriculum.
2. Guide and counsel groups and individual students through the development of educational and career plans.
3. Counsel small groups and individual students with specific needs.
4. Consult with teachers, staff, and parents regarding the developmental needs of students.
5. Refer students as needed to appropriate community resources in consultation with their parents.
6. Participate in, coordinate, or conduct activities which contribute to the effective operation of the school.
7. Evaluate and revise the building guidance and counseling program.
8. Pursue professional growth.

Key Duties:

Implement the middle/junior high school guidance curriculum: conduct guidance learning activities in the classroom as planned in conjunction with school administration and teachers; consult with and be a resource person for teachers to facilitate the infusion of guidance into the regular education curricula.

Guide and counsel groups and individual students through the development of education and career plans: provide orientation activities for students new to the school; participate in orientation programs for parents and students; assist students in the transition from middle/junior high school to high school; inform students and their parents of test results and their implications for educational and career planning; provide resources and information to assist in career awareness and career exploration activities.

Counsel small groups and individual students with specific needs: conduct structured, goal oriented counseling sessions to meet the identified needs of individuals or groups of students. Session topics at the middle/junior high school level may include self awareness, self identity, academic problems, behavior problems, peer problems, family issues, child abuse, substance abuse, suicide (threats and attempts), and sexuality issues.

Consult with teachers, staff, and parents regarding meeting the developmental needs of students: participate in staff meetings; conduct in-service programs for faculty; conduct and facilitate conferences with teachers, students, and parents; conduct or provide opportunities for parent education programs; assist families with school related problems.

Refer students as needed to appropriate community agencies in consultation with their parents: consult and coordinate with in-district and community agencies such as school psychologists, nurses, administrators and community-based psychologists, service agencies, and physicians.

Coordinate, conduct, or participate in activities which contribute to the effective operation of the school: interpret group test results to faculty and staff; establish effective liaisons with the various grade levels or instructional departments; act as an advocate for individual students as appropriate in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs such as gifted education and special education; participate with the administration and faculty as a team member in the implementation of the district program.

Evaluate and revise the building guidance and counseling program: review periodically with staff and administration the guidance program using the program evaluation self-study; review and modify the program calendar and evaluate guidance learning activities.

Pursue professional growth: attend state and local staff development programs; join professional associations; read professional journals; attend relevant workshops and conferences sponsored by professional organizations; take postgraduate courses.

Time Distribution for Middle/Junior High School Counselors

In order to carry out a comprehensive guidance and counseling program the following allocation of time is recommended:

Guidance Curriculum	20-30%
Individual Planning	15-25%
Responsive Services	30-40%
Systems Support	15-20%
Non-Guidance	0%

Job Description
High School Counselor

Primary Functions:

As a member of the district guidance and counseling department staff, a counselor is to provide a comprehensive guidance and counseling program for students in grades 9–12. The counselor provides activities to address the needs of the students, consults with teachers, staff, and parents to enhance their effectiveness in helping students, and provides support to other middle/junior high school educational programs.

Major Job Responsibilities:

1. Implement the high school guidance curriculum.
2. Guide and counsel groups and individual students through the development of educational and career plans.
3. Counsel small groups and individual students with specific needs.
4. Consult with teachers, staff, and parents regarding the developmental needs of students.
5. Refer students as needed to appropriate community resources in consultation with their parents.
6. Participate in, coordinate, or conduct activities which contribute to the effective operation of the school.
7. Evaluate and revise the building guidance and counseling program.
8. Pursue professional growth.

Key Duties:

Implement the high school guidance curriculum: conduct guidance learning activities in the classroom as planned in conjunction with school administration and teachers; consult with and be a resource person for teachers to facilitate the infusion of guidance into the regular education curricula.

Guide and counsel groups and individual students through the development of education and career plans: provide orientation activities for students new to the school; participate in orientation programs for in-coming parents and students; guide 9th and 10th graders in the updating of their "high school four year plans", guide 11th and 12th graders to assist them in evaluating their current status and requirements needed for high school graduation; guide 12th graders to help them to develop and take appropriate steps toward implementing their post-high school education or career plans, assist in pre-registration of students; guide individuals and groups of students and their parents in the use of test results and information for education and career planning; guide all students to develop tentative career/technical plans through the use of resources in their guidance office.

Counsel small groups and individual students with specific needs: conduct structured, goal oriented counseling sessions to meet the identified needs of individuals or groups of students. Session topics at the high school level may include self concept, academic problems, attendance and behavior problems, peer problems, family issues, child abuse, substance abuse, suicide (threats and attempts), and sexuality issues.

Consult with teachers, staff, and parents regarding meeting the developmental needs of students: participate in staff meetings, conduct in-service programs for faculty, conduct and facilitate conferences with teachers, students, and parents, assist families with school related problems.

Refer students as needed to appropriate community agencies in consultation with their parents: consult and coordinate with in-district and community agencies, such as school psychologists, nurses, administrators and community-based psychologists, service agencies, and physicians.

Coordinate, conduct, or participate in activities which contribute to the effective operation of the school: interpret group test results to faculty and staff; establish effective liaisons with the various instructional departments, act as an advocate for groups or individual students as appropriate in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs such as gifted education and special education; participate with the administration and faculty as a team member in the implementation of the district program.

Evaluate and revise the building guidance and counseling program: review the guidance program periodically with staff and administration using the program evaluation self-study; review and modify the program calendar; and evaluate guidance learning activities.

Pursue professional growth: Attend state and local staff development programs; join professional organizations; read professional journals; attend relevant workshops and conferences sponsored by professional organizations; take postgraduate courses.

Time Distribution for High School Counselors

In order to carry out a comprehensive guidance and counseling program the following allocation of time is recommended:

Guidance Curriculum	15-25%
Individual Planning	25-35%
Responsive Services	25-35%
Systems Support	15-20%
Non-Guidance	0%

Job Description

Area Career/Technical School Counselor

Primary Functions:

As a member of the guidance department staff, the area career/technical school counselor is to provide a program which maximizes students' entry into appropriate programs, provide guidance for students while enrolled, and ensure appropriate placement of exiting students.

Major Job Responsibilities:

1. Manage the guidance and placement program.
2. Participate in student recruitment, assessment, orientation, counseling, referral, and placement.
3. Coordinate efforts to provide all students with job-seeking and job-retention skills.
4. Conduct or coordinate student follow-up.
5. Consult with parents or guardians, teachers, and other appropriate personnel as necessary.

Key Duties:

Manage the guidance and placement program: maintain an on-going public relations delivery system to promote the benefits of the program; conduct an annual formal evaluation of the objectives, activities, and outcomes of the program; review all materials and policies to ensure that they are free from sex bias, stereotyping, and discrimination.

Coordinate the recruitment, orientation, and selection procedures: develop and utilize recruitment and orientation materials; develop and implement strategies for recruiting targeted populations; utilize assessment data and other student information for assistance in appropriate instruction placement through a cooperative effort with sending schools; assist in securing financial aid for eligible students.

Address the individual needs of students through appropriate guidance, counseling, assessment, and referral services: provide individual and group guidance and counseling to assist students in making informed decisions about their occupational or educational futures, personal adjustments, and educational progress; assist students in making occupational/educational decisions through appropriate testing and assessment; provide referral services to students when their needs are beyond the training and experiences of school personnel; make available and disseminate current resource materials for occupational or educational planning.

Assist all students in reaching their career and employment goals: disseminate job opening information including job requirements to students, provide opportunities for student contact with employers, assist students with placement into continuing education; assist students with placement into the military.

Provide all students with job-seeking and job-retention skills: locate potential employers, teach effective interviewing skills, preparation of applications, resumes, and letters of inquiry; help students assess the potential of job opportunities, understand the importance of positive attitude and behavior and effective interpersonal skills, see the need for lifelong learning for career advancements, and be aware of legal rights and responsibilities of employers and employees.

Coordinate follow-up studies which comply with federal and state regulations: coordinate a student postgraduate follow-up with input from the employer; disseminate follow-up results.

Standard Nine: Political and Legal Resources

The political resources of a comprehensive guidance and counseling program include district policy statements, pertinent state and federal laws, state and local Board of Education rules and regulations, and professional association position statements and standards. A clear and concise Board of Education policy for guidance is mandatory for the successful operation of the program in the school district. A policy represents a statement of support and provides a course of action, or guiding principles designed to influence and determine decisions concerning the program.

Standard:

The written district-wide guidance and counseling program and a policy statement for guidance have been adopted by the Board of Education.

Indicators:

- The program has been adopted as an official program of the school.
- A policy statement for guidance has been developed and is included in the district's policy book.
- The policy statement reflects the nature, content, and structure of the program.

Description

Policy Statements and Endorsements for Guidance and Counseling Programs

The endorsement of the Board of Education is key in proceeding with the implementation of your state or local program. Without their support, it is impossible to move forward with implementing your program.

A presentation should be made to the group, outlining your proposed structure and curriculum, as well as your operating plan. Evaluation and accountability are current "buzzwords" for all education programs. It is vital that these issues be addressed in your plan and also included in your presentation to the Board.

It is also imperative to be familiar with any federal and/or state laws governing guidance and counseling programs. Does your plan adhere to these regulations? This is also an important item to include in both your plan and presentation.

As your plan and program progress, it is important to make periodic presentations to the Board to keep them apprised of curriculum activities and program data. If they are aware of what's occurring in your program, a level of trust develops. This trust will have a long term effect on support for the program.

Example

Endorsement: Michigan Comprehensive Guidance and Counseling Program

The State Board of Education believes that a quality comprehensive guidance and counseling program is an integral part of the total educational program and that all Michigan students deserve the opportunity to participate in a program that is responsive to their personal, social, physical, emotional, academic, and career needs through a developmental approach. The State Board of Education encourages local educational agencies to develop and implement comprehensive guidance and counseling programs.

Legislative Support Testimony

How Utah Implemented a Comprehensive Guidance Program in 99% of the Schools Serving 7-12 Grade Students

- The state leadership team clearly articulated how Comprehensive Guidance would address felt needs and expressed concerns. We clearly and consistently related what we wanted to do, where we would start, and how we would get all schools to the same destination.

- A "Select Committee" or Steering Committee was organized. Leaders seldom stand alone. They have the ability to rally other "leaders." The leaders on the Steering Committee developed a "passion" for the cause.

- The state "leaders" developed an important quality called PATIENCE. They soon came to understand they were embarking on a ten-year journey. (Schools had to commit to a minimum of three years of inservice training and program development.)

- We recognized the importance of understanding the "system" and working within the "system." Dr. Norm Gysbers has observed, "state-led program improvement efforts seem to occur where the state supervisor had been in the agency for a number of years." Too often we see people approaching school reform from an obtuse angle and being almost immediately deflected away from the system.

- We started where we thought we had a good chance for success. I came from a rural background where water was often in short supply. In drought years, I learned that it pays to plant the few seeds that you can support in the most fertile ground. (In the desert, all years are drought years – just as they are in education.) We looked for schools which had good administrative support and a number of open-minded, energetic counselors.

- We knew that we had to build a true program, not just a facade. The program had to have substance and structure. We also recognized the value of tying the guidance program to existing structures. For instance, in Utah we have a long history of an individual planning requirement called the Student Education Occupation Plan or SEOP. Several programs receive funding based on the program meeting state program standards. We found ways to take advantage of these patterns to build our structure and tie into the existing ones. (Secondary schools now receive $12,000 - $48,000 per school if they meet the Comprehensive Guidance Program standards.)

- State leaders stayed on course, showcased successful programs, and looked for every opportunity to gain strength along the way. We engaged the PTA, the state and local school boards, the media, and eventually, the Governor's Office and the State Legislature.

- We displayed confidence in our approach. We may have been bluffing for the first couple of years, but our confidence quickly grew as schools reported their progress.

- We didn't wait for a stream of money to solve our problems. We believed that if the programs we developed were good enough, there would be strong impetus to provide financial support for the program. We now have 7.4 million dollars to support the Comprehensive Guidance Program.

Lynn Jensen, Coordinator, Student Services and School-to-Careers

Example

Administrative Rules for Comprehensive Guidance
Utah State Board of Education
R277-462-3. Comprehensive Guidance Program Approval and Qualifying Criteria.

A. Comprehensive guidance disbursement criteria:

(1) For each school which meets the qualifying criteria for a Comprehensive Guidance Program and which enrolls students in grades seven through twelve, districts shall receive from six to twenty-four WPU's based on school enrollment as of October 1 of the current fiscal year (e.g., 1 399 students = 6 WPU's, 400 - 799 students = 12 WPU's, 800 - 1,199 students = 18 WPU's, 1,200 students + = 24 WPU's).

(2) If at any time following a school's initial approval of its Comprehensive Guidance Program, the school's enrollment drops below the funding level approved for the school, the school may be held harmless for the change in enrollment for a maximum of two years following the decline in enrollment into the lower funding category, funds permitting.

(3) Priority for funding shall be given for grades nine through twelve and any remaining funds will be allocated to grades seven and eight for the schools which meet program standards. Grades nine through twelve shall be given priority for funding provided under Section 53A-17a-131.8. Remaining funds shall be allocated to grades seven and eight in those schools that meet program standards. Funds directed to grades seven and eight shall be distributed according to the formula under R277-462-3A(1) following the distribution of funds for grades nine through twelve.

(4) Comprehensive Guidance Program funds shall be distributed to districts for each school within the district that meets all of the following criteria:

(a) A school-wide student/parent/teacher needs assessment completed within the last four years prior to the application deadline for funding;

(b) Documentation that a school advisory and a school steering committee have been organized and are functioning effectively;

(c) Evidence that eighty percent of aggregate counselors time is devoted to DIRECT services to students;

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(d) A program that reflects a commitment that all students in the school shall benefit from the Comprehensive Guidance Program;

(e) Approval of the Program by the local board of education;

(f) The establishment of the SEOP requirements for all students both as process and product consistent with R277-911, Secondary Applied Technology Education and R277-700, The Elementary and Secondary School Core Curriculum and High School Graduation Requirements;

(g) Assistance for students in developing job seeking and finding skills and in post-high school placement;

(h) Inclusion in the guidance curriculum of activities for each of the twelve National Occupational Information Coordination committee (NOICC) competencies (available from the USOE guidance specialist);

(i) Distribution to and discussion with feeder schools of the Comprehensive Guidance Program; and

(j) Sufficient district budget to adequately provide for guidance facilities, material, equipment and clerical support.

B. All districts may qualify schools for the Comprehensive Guidance Program funds and shall certify in writing that all program standards are being met by each school receiving funds under this rule.

(1) Procedures for qualifying schools within a district receiving funds shall be provided by the USOE.

(2) Qualifying schools shall complete the "Self Study for Meeting Comprehensive Guidance Program Standards" form provided by the USOE and supporting documentation, if requested.

(3) Qualifying schools shall receive on-site review of the program by team members designated by the school district. The on-site review team shall consist of at least five members.

(4) The district shall submit to the USOE the "Form for Program Approval" which has been completed by the Review Team, signed by the Team Chairperson and school/district personnel as indicated on the form.

(5) The "Form for Program Approval" shall be received by the USOE not later than May 20 of each year for disbursement of funds the next year.

(6) Programs approved and forms submitted by December 20 of each year MAY be considered for partial disbursement, if funds are available.

Example

Board of Education Assurances
South Dakota Comprehensive Guidance and Counseling Program Model

The _____ Board of Education supports the implementation of the _____ Comprehensive Guidance and Counseling Program Model and offers the following assurances:

By adopting the _____ Comprehensive and Counseling Program Model, the Board of Education commits itself to the support of the model's goals and purposes. The Board of Education shall:

- Provide time to district staff to develop, implement, and manage a quality, comprehensive guidance and counseling program.
- Receive periodic reports from administration and the Advisory Committee.
- Take action on decisions needed to ensure continued program development and progress.
- With the assistance of the Advisory Committee, direct the staff to publicize the program to the community.

Signature(s)	Date
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Administrator and Counselor Statement of Support: South Dakota Comprehensive Guidance and Counseling Program Model

School District:

Building:

The administrators and counselors support our building's participation in implementing the _____ Comprehensive Guidance and Counseling Program Model. As our statement of commitment, we will include these efforts:

- The development of a written definition and philosophy of our district's guidance and counseling program modeled after the _____ Comprehensive Guidance and Counseling Program Model sample definitions and philosophy.
- The securing of support and authorization from administrators and the Board of Education to implement the program.
- The selection of an Advisory Committee to oversee the project.
- The completion of a Time and Task analysis.
- The completion of needs assessment of students, teachers, and parents.
- A written year-end evaluation of the program.

Signature(s)	Date
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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Standard Ten: Student Assessment

A comprehensive guidance and counseling program is based upon theories of human growth and development and the particular needs and special characteristics of students. Data and information obtained from a variety of assessments assist students and their parents to identify students' interests, strengths, and abilities. This information is used with students individually and collectively in life career planning and academic improvement. An effective student assessment process will enable the professional guidance staff to identify trends and issues within the local school which will, in turn, have implications for program direction/redirection and will assure that the needs of all students are being met.

Standard:

The guidance and counseling program provides for academic, career, and personal-social assessments.

Indicators:

- Student assessment data are used for life career planning by counselors, teachers, and parents.
- Interest and aptitude assessments are used at appropriate grade levels.
- Professional personnel review implications and issues embodied in assessment data.
- Student assessment data is used for student academic improvement and to improve curriculum and instruction.

Description

Using Assessment Data to Improve Results for Students and Programs

Comprehensive guidance programs exist for the well-being and benefit of students. The foundation is based on results for students that will assist them in being and becoming successful in school, in their lives, and in their careers.

Student assessment is vital to this process. You can not assist students in reaching their full potential unless you know where they are right now, and an indication as to how much they are able to achieve based on their knowledge, skills, and abilities.

Assessment is an on-going process. As students grow, they change. Assessments are needed along the way to assist them in making transitions to the next phase of their career and life planning.

As well as benefiting students individually, assessment plays an important role in overall program design and delivery. Trends and issues can be identified and program adjustments made to benefit the needs of all students in the system.

Types of Assessment

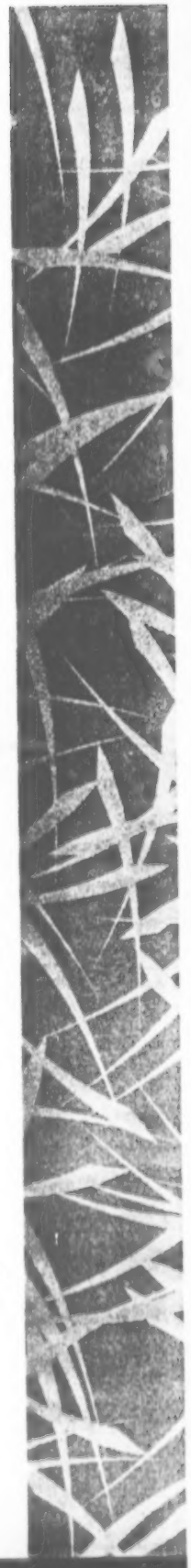
There are several types of assessments that are integral to a comprehensive guidance and counseling program. Needs assessments are conducted by grade level groupings to assist in curriculum design and delivery. Student competencies are assessed to see if students are achieving district standards in the areas of self-knowledge, educational and occupational exploration, and career planning. As students reach the middle and high school years, interest, abilities, and values are assessed to provide needed information in career planning. Throughout the K-12 school years, academic achievement is assessed usually at grades 4, 8, and 11.

More than ever counselors are challenged with the responsibility of converting the statistics of test data results into meaningful information for the student.

The increasing number of sophisticated instruments require that counselors continually upgrade their skills in using assessment results to meet the demands and needs of a wide range of individuals. More than ever counselors are challenged with the responsibility of converting the statistics of test data results into meaningful information for the student.

Specifics on types and purposes of assessments are too numerous to list in this publication, however a listing of recommended assessments is provided in the appendices.

What Do We Assess, Who Does It, and When?



It is likely that several different areas of the school system conduct a variety of assessments of students. All assessment efforts need to operate in harmony with each other; therefore, it is recommended that an Assessment Oversight Committee be formed (if there is not one already) for the purpose of coordinating and monitoring the school system's total assessment process. Committee members will be school people who have responsibilities (teaching or administrative) within the various areas of the system, e.g., curriculum, special education, vocational education, and health. The coordinator/chairperson of the committee should be the counselor or the principal or another person who has an interest and expertise in assessment. The duties of the committee might include (but are not limited to) the following:

- seeking input about and selecting what will be assessed,
- selecting assessment procedures,
- determining who will be responsible for specific assessment procedures,
- identifying assessment procedures needed/administered at each grade level, establishing the system-wide assessment schedule,
- monitoring the dissemination and use of assessment results,
- preparing press releases about the assessment processes, and
- discussing and seeking resolution for issues/concerns/questions that may arise.

The school system's Assessment Oversight Committee can be quite valuable in making the total assessment process a coordinated, student focused procedure that will assist everyone in obtaining valid information that will be useful as critical decisions are made about students and the schools.

What to assess: There are many, many kinds of assessment procedures and tools. Each is designed to measure specific student characteristics. Those of us making decisions about assessment procedures have a responsibility to know what we want to measure and to assure that the assessment methods we select, in fact, fairly and accurately measure what we want to measure. The following student characteristics are those most often assessed by school personnel:

- readiness for the next level of learning
- knowledge in academic subjects such as reading, mathematics, science, social studies
- competency in the application of knowledge
- social skills
- students' interests, e.g., subject area interests, leisure time interests, career interests
- health and physical factors
- aptitude for learning new things (sometimes called "potential")
- students' perceived needs in non-academic areas
- employers' perceptions of what students need for success in the workplace
- parents' perceptions of the students' life skill needs

For each of the characteristics, there are assessment procedures that will help us learn what we want to know about students. These assessment procedures are divided into specific categories. The following is a list of the most often used categories:

- observation*
- interview*
- achievement tests
- readiness and screening procedures
- diagnostic procedures
- competency tests*
- aptitude tests*
- interest inventories*
- needs assessment*
- performance/portfolio assessments

*= Guidance Program Assessment Tools

Who is responsible for specific assessments? The asterisks (*) indicate those assessment tools that are a part of the Comprehensive Guidance Program Assessment process. The others may or may not be a part of the counselor's responsibility. In general, achievement testing, the readiness/screening procedures, and diagnostic procedures are the responsibility of individuals who have expertise in the academic areas assessed by those instruments. One function of the Assessment Oversight Committee will be to help decide which assessment procedures will be the responsibility of the guidance program and which will be the responsibility of other areas. The Oversight Committee members represent all areas of the school, and, thus, will know what assessment procedures are presently used in their areas of expertise. By planning and working together, gaps in the overall assessment system can be identified.

When are Assessment Procedures Administered? One of the functions of the Assessment Oversight Committee will be to decide at what grade levels the various types of assessments will be administered. They will be administered at specific grade levels throughout a student's school career. The following chart is intended to show at what grades levels various assessment procedures might be administered. It is a "generic and hypothetical" chart, that is, it is merely to give you an idea of the way an overview of a system-wide assessment procedure might be graphically presented. It is intended to show the grade levels at which assessments might be administered and is not intended to be a recommended plan.

Sample Assessment Plan by Grade Level and Type of Assessment

Note: This chart is a hypothetical example. It is included to give you a "picture" of one way to start mapping out when assessments will be conducted.

Type of Assessment	Grade Levels													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Readiness/Screening	X	X	X					X				x		
Health/Physical Screening	X	X	X	X	X	X	X	X	X	X	X	X	X	x
Competency									X	X	X	X	X	x
Achievement/Basic Skills	X	X	X	X	X	X	X	X	X	X	X	X	X	x
Achievement/Survey		X		X		X		x						
*Aptitude/Scholastic	X			x										
*Aptitude/Multi factor									May be administered at any level.					
*Aptitude/College										Publisher: grade levels/dates				
*Interests			x			X or x			X or x			x		
*Needs Assessment				Alternating years at each grade level										
Republic Wide Assessments			X		X			X			x			
Diagnostic	As needed (by recommendation for specific individuals)													

*=Primary responsibility is with counselor. Counselor may be involved in interpretation of all assessments. The school system's Assessment Oversight Committee will oversee the entire assessment process.

Interpreting Assessments:
Reprinted from Paluan Assessment Guide;
Koror, Palau;
Marjorie Mastie

Once an assessment has been administered, students should be informed of the results in an appropriate and timely manner. Teachers and counselors must always remember that results are to be used as tools, not to eliminate choices and options.

Interpret!
- Giving tests is not the same as taking them
- Identify every potential user

Interpret Appropriately for Each Audience's Needs
- Consider each: student, parent, teacher, parent/teacher organization, school board, funding agency, etc.
- Find out what types of questions they are; what each question is asking

Interpret Clearly and Simply
- Avoid "scary" terms (IQ, normal, weakness, etc.)
- Define confusing terms (norms, mean, t-score, standard deviation, etc.)
- Use sample test items to illustrate what was being measured (but not actual test items)
- Use graphics (profiles, charts, etc.) whenever possible

Interpret Accurately
- Know the kind of instrument (aptitude, interest, achievement, etc.)
- Know the test's content
- Know the manual (reliability, validity, norms, etc.)

Interpret in the Proper Perspective
- Don't "over interpret"
- Relate data to other sources of information
- Remember the norm group
- Remember why the instrument was administered
- Remember the testing conditions (preparation, environment, administration quirks)

Interpret in Two-Way Communication
- Expectations
- Predictions
- Misunderstandings
- Action decisions

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Standard Eleven: Curriculum

The curriculum provides the content, scope, and sequence, and instruction of the guidance and counseling program to all students. It typically consists of competencies for students (organized by domains or areas and specified by grade levels) with structured strategies, activities, or units presented systematically through classrooms, large groups, or school-wide events. The purpose of the guidance curriculum is to provide students with knowledge of normal growth and development, assist them in acquiring and using life skills, and assist them in making future education and career plans to achieve district standards.

The guidance and counseling curriculum is not limited to being taught in one or two subjects, but is included in as many subjects as possible. School counselors teach, team with teachers, or support teachers in delivering program curriculum through activities or units. The support of the entire faculty is necessary for its successful implementation. Also critical is that parents be invited to review, provide input, and be encouraged to reinforce learnings from the curriculum at home. Employers and community representatives should play a role in this process by collaborating with counselors and teachers in curriculum delivery.

Standard:

A guidance and counseling program curriculum that specifies what competencies all students should master has been developed and implemented.

Indicators:

- The curriculum was developed based on current student needs.
- Activities are delivered for all students through classrooms, large and small groups, and school and community events.
- School counselors, teachers, parents, and employers work collaboratively when appropriate in delivering the program curriculum.
- Guidance and counseling curriculum activities support student individual planning emphasizing the development and use of career decision-making, goal-setting, and planning skills.
- Curriculum articulation exists between grade levels and school buildings.

Delivering the Guidance Curriculum

The guidance curriculum is usually organized around three broad domains of learning with student competencies and indicators identified for each domain. This framework presents the National Career Development Guidelines from NOICC and also the National Standards for School Counseling Programs from ASCA as recommendations. Each local school district develops performance indicators or local standards as a measure of how they will meet the competencies.

Curriculum Development and Delivery Strategies

Needs assessment results are used as a basis for developing the curriculum that is delivered to students. Program activities and curriculum are developed in a number of ways. Many states have resource kits to accompany their state models that provide activities by competency, indicator, and grade level grouping. These are excellent resources for your program. Keep in mind that you will want to develop activities or purchase curriculum as well, to expand on the identified results from the needs assessment surveys. When developing activities to accompany your state or local guidance model, it is important to use a set format. An example is provided for you in this section. Examples of activities are also provided for you in the appendices. These activities utilize a slightly different activity format.

The guidance program activities are delivered through such strategies as:

Classroom activities: Counselors teach or team teach with the classroom instructor learning activities for students.

Group Activities: Counselors conduct special small group activities outside of the classroom in response to student's identified needs or interests.

Individual Activities: One-on-one individualized instruction may occur in response to individualized needs.

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Sample Lesson Plans: Missouri Comprehensive Guidance Kits

I Know How to Select Middle School Extracurricular Activities That Will Meet My Interests and Future Goals

AREA: Educational and Vocational Development
CATEGORY: Planning for School and Beyond
TIME: Two 50-minute sessions
GROUP SIZE: Small group or class
MATERIALS: "Hobby Hotline" activity sheet

HOBBY HOTLINE

INTRODUCTION:
Students often fail to realize that extracurricular activities can greatly influence their future goals or reflect areas that interest them. By interviewing adults using a hobby survey, students can draw conclusions about middle school activities that might relate to a future hobby.

PROCEDURE:

Session One:

1. Divide students into groups representing the following areas: sports, community service clubs, special interest clubs, and academic clubs.
2. Distribute the "Hobby Hotline" activity sheet to students. As a homework assignment, ask each student to interview someone in their assigned group area and complete the survey.
3. Encourage students to ask questions about the survey.

Session Two:

1. Allow the students to gather into their groups and share the information from their surveys.
2. Assign or have the group select a recorder. Ask students to give the recorder conclusions based on the surveys.
3. Ask each group to share their conclusions with the class. Have students explain how certain extracurricular activities could make a difference in their hobbies.
4. As a homework assignment, ask the students to list their interests and future goals and select an extracurricular activity that might help meet those goals.

NOTES:
Depending on the size of the class, assign two groups of four or more to each area.

EVALUATION SUGGESTIONS: Refer to Section VI of the manual.

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HOBBY HOTLINE SURVEY

Name of Hobbyist:

Name of Interviewer: Date:

What is your hobby, special interest, or what you enjoy doing most.

Did any school activity spark your interest or help you get started? If so, what?

How and when did you get started?

Did someone teach you how to do your hobby? If so, who?

What do you like most about your hobby?

Approximately, how many hours per week do you spend on your hobby?

Where do you do your hobby?

Does your hobby cost money? Is there anything you need to buy to do your hobby?

Can you do your hobby with family or friends? If so, how?

Could your hobby lead to a career? If so, which one(s)?

To whom would you recommend this hobby? Why?

Sample Lesson
I Know How to Come Up With Many Possible Solutions to a Problem

AREA: Knowledge of Self and Others
CATEGORY: Making Decisions
TIME: 30-50 minutes
GROUP SIZE: Small Group
MATERIALS: None

I HAVE A BRAINSTORM!

INTRODUCTION:
This activity is good for students who need additional help in making decisions.

PROCEDURE:

1. Introduce the concept of "brainstorms" as inspirations or ideas generated from others. Suggest that brainstorming is an important task to complete when trying to make decisions.

2. Give the group the following sample activity to stimulate thought and model the process:

   Estelle has been saving her money to buy a bike. She has just enough to buy it this weekend. Her best friend, Robin, has an emergency. She has broken her mom's lamp and needs to replace it right away. She knows Estelle has lots of money; because Estelle is her best friend, she asks her for a loan. She tells Estelle that she's really counting on HER for help. Estelle wants to help her friend, but she knows Robin won't be able to repay her for a long time. Estelle really wants that bike.

3. Instruct the group to state Estelle's problem as simply as possible. Encourage them to list many alternatives based on their own ideas or their classmates'. From their discussion, generate the possible consequences for each action.

4. Encourage students to share their ideas. Point out similar and different approaches. Focus on the possible consequences for each action.

5. Ask students to use a similar process on a problem they may have. Encourage them to share their possible solutions. Pick one or two samples from the class and ask the class to help with alternatives.

NOTES:
Students who find this activity difficult need individual help with the decision-making process.

EVALUATION SUGGESTIONS:
Ask students how brainstorming can help to solve problems.

Calendar, 2 months:
Granger High School Guidance Program, Utah

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
October 1999 GRANGER HIGH SCHOOL — Comprehensive Guidance Program Calendar — Tentative					1 Compensatory Day — No School	2
3	4 *PSAT* presentations in honors English classes grades 10-11	5 *PSAT* presentations in honors English classes grades 10-11 1:30 p.m. - Admin. mtg.	6 2:00-4:00 p.m. — couns. planning mtg.	7 UEA Convention	8 UEA Convention	9
10	11 Columbus Day (observed)	12 7:30-10:30 (cafeteria) *PSAT* for all 10 and 11 grade students who have registered ($9)	13	14 Mills and Jenkel to *Air Force Academy* — (one day trip) 2:00-4:00 p.m. — couns. planning mtg	15 AM — U of U *Health Sciences Conf.* for counselors 1:00 p.m. mtg. w/ jr high counselors	16
17 (Counselors will be meeting with seniors this week to review graduation status.)	18	19 1:30 p.m. - Admin. mtg	20 Granite District counselor mtg 9:00 a.m. or 12:00 p.m.	21 7:30-10:40 a.m. — Senior Post High School Day — all Utah post secondary institutions @ GHS	22	23 7:30-12:00 *National ACT Test Day* — in Math and English Bldg.
24 (Counselors will begin SEOP meetings with sophomores and parents this week.)	25 9:00-10:30 a.m. *Choices* computer training for counselors	26 Prepare for soph. classroom presentations that will be from Nov. 1 - Dec. 13	27 Chat 'n Chew with English Dept.	28 2:00 - 4:00 p.m. — couns. planning mtg.	29 AM - Dist. Counselor mtg @ Jones Center	30 11:00 a.m. - 3:00 p.m. — *College Fair* @ U of U (over 100 colleges will be there)
31				To do for October PSAT for interested students (10, 11) Junior Highy High School counselor advisory mtg Plan soph. classroom presentations/SEOP meetings Plan interschool advisory committee meeting Scholarship Night Post High School Day		

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March 2000

Counseling Center Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
February S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29	April S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30		*1* 2:30 PM - 4:00 PM Get A Life Group - Wendy &Alane A Day Wasatch Front Couns Conf - St. George	*2* B Day	*3* A Day P/T Comp. Day	*4*
5	*6* 9:30 AM Principal/Counslor Staff Mtg. A Day Vicki Bork-DAT Interp.-Careers Classes	*7* B Day Vicki Bork-DAT Interp.-Careers Classes	*8* 2:30 PM - 4:00 PM Get A Life Group - Wendy &Alane A Day	*9* B Day	*10* A Day	*11*
12	*13* 2:35 PM Faculty Advisory - Alane B Day	*14* A Day	*15* 2:30 PM - 4:00 PM Get A Life Group - Wendy &Alane B Day JCT 10th grade Composition in English JCT Composition Makeups	*16* A Day JCT 10th grade Composition in English JCT Composition Makeups	*17* B Day St. Patricks Day Wasatch Conselorn Conf. - U of U	*18*
19	*20* 9:30 AM Principal/Counslor Staff Mtg. A Day Sophmore SEOP's	*21* B Day Sophmore SEOP's	*22* 2:30 PM - 4:00 PM Get A Life Group - Wendy &Alane A Day	*23* B Day	*24* A Day End of 3rd Qtr. Wasatch Front Coun. conf. - OWATC	*25*
26	*27* Career Ladder Day Y2K Party	*28* B Day	*29* 2:30 PM - 4:00 PM Get A Life Group - Wendy &Alane A Day Maria's Birthday	*30* 7:30 AM JCT Math &Reading Makups B Day	*31* A Day	

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Standard Twelve: Individual Planning

The purpose of individual planning is to assist students to plan for, monitor, and manage their personal-social, educational, and career development. The focus of these activities is on students developing life career plans including their skills, aptitudes, and abilities. School counselors and others with guidance and counseling responsibilities serve students and parents as facilitators of students' development.

The foundation for life career plans is established during the elementary school years. Self-concept development, the acquisition of learning skills, interpersonal relationship skills development, decision-making, skill building, and awareness and beginning exploration of educational and career possibilities are examples of topics that are learned. These same topics are reinforced through guidance and counseling curriculum activities during middle and high school. New information and experiences enables students to develop and manage their life career plans.

During the middle school years, students' plans focus on high school course selection, taking into account graduation and postsecondary requirements. Guidance curriculum activities continue to support and guide the planning process.

During the high school years, plans developed in middle school are reviewed and updated annually in accordance with students' personal, educational, and career goals. Individual planning provides time for work with students and their parents/guardians. Guidance curriculum activities continue to support student planning by giving emphasis to the development and use of career decision-making, goal-setting, and planning skills. The importance and relevance of basic academic and occupational preparation skills are emphasized.

Standard:

All students, along with their parents/guardians, are provided opportunities to develop, monitor, and manage their educational and career plans.

Indicators:

- Individual planning with the necessary forms and procedures is in place for all students and their parents/guardians.
- Individual planning includes assessment, advisement, and placement activities to meet students' developmental needs.
- Activities are provided through individual and group sessions designed to assist in making education and employment transitions.
- Individual plans are reviewed and updated annually.

Description

Individual Planning

Individual planning activities are planned and directed by the counselor. These activities are usually delivered on an individual basis or by working with individuals in small groups or advisement groups. Individual planning is implemented through strategies such as:

INDIVIDUAL APPRAISAL: Counselors work with students analyzing and evaluating their abilities, interests, skills, and achievement. Test information and other data are the basis for assisting students to develop immediate and long-range plans. In addition to assessment data, other sources of appraisal information include interviews, biographical summaries, academic records, anecdotal records, career portfolios, career plans of study, and records of past experiences including paid and non-paid work experiences.

INDIVIDUAL ADVISEMENT: Counselors work with students using personal-social, educational, career, and labor market information in planning personal, educational, and occupational goals. The involvement of students, parents, and the school in planning students' programs that meet their needs is critical.

Most schools do not have enough counselors to provide each student and parent with individual counseling or at least enough quality time to achieve the desired program results. Individualized career guidance is possible if each teacher, administrator, and counselor becomes a planning advisor. The advisor's role is to help students plan a program of study, monitor their progress, and advise students and their parents on career issues. Counselors may train advisors on how to deliver career information to parents and students in an effective manner. Teachers As Advisors is a program that has been successful in schools and is a strategy that gives the student more individual attention for their career planning needs. It's a great way to get other faculty involved in helping to deliver the guidance curriculum.

The following are just a few examples of activities included in Individual Planning:

1. **Assessment**. Assessment is the administration and interpretation of a variety of formal and informal measures and techniques to help individuals gain an understanding of their individual skills, abilities, interests, achievements, prior learning experiences, and needs. Counselors must have an awareness of a variety of assessment instruments to decide the ones that best meet the needs of the school and students. Most publishers will send samples so that counselors can review or even try them out with some students. (The appendix lists a number of publishers.)

Students should complete some types of initial career assessment during the eighth grade that will help them focus their energies on possible occupations of interest when exploring the world of work. At a minimum all students should take an interest

inventory to help them with their career decision-making. Standardized interest inventories help students identify their preferences for a particular activity. The results of the inventory is usually a certain classification that students can use to match to occupations. Many schools will administer a different interest checklist or inventory every other year so students can examine their interests and see the changes as a result of their growth and experiences.

Assessment is the administration and interpretation of a variety of formal and informal measures and techniques to help individuals gain an understanding of their individual skills, abilities, interests, achievements, prior learning experiences, and needs.

Interests can also be determined through informal assessments. Informal assessments involve gathering information from observations, reports from instructors, school and work records, and personal interviews. A student's preference for certain courses, as well as hobbies for activities outside of school, are often good indicators of areas for further exploration.

An aptitude assessment is recommended at the 10th grade level. This assessment provides a measure of specific skills and proficiencies or the ability to acquire a certain proficiency. Scores provide an index of measured skills intended to predict how well an individual may perform in a given job or training program. Aptitude assessments most commonly used in the states include the California Aptitude Placement Survey (CAPS), the Differential Aptitude Test (DAT), and the Armed Services Vocational Aptitude Battery (ASVAB). The ASVAB is administered and scored free of charge to schools by any local military branch.

Career planning involves providing students with current, accurate, and localized information about occupational opportunities, related educational programs of study and training, and the schools that offer them.

2. **Career Planning:** Career planning involves providing students with current, accurate, and localized information about occupational opportunities, related educational programs of study and training, and the schools that offer them. Financial aid information is critical to students planning for postsecondary education whether they are pursuing a 4 year degree or some shorter term training program. Career exploration involves locating and accessing sources of information, accessing and using the information to help prioritize potential occupational and educational choices. For those seeking work, it includes information on job search activities and local employers. There is a world of information on CIDS (Career Information Delivery Systems), printed materials, and the Internet. (See the appendix for some listings.) Students can explore hundreds of occupations and match to programs of study and institutions in just seconds. It helps them to narrow their choices to characteristics they consider important in a career or further schooling and training. Most CIDS have on-line interest inventories. Many of the systems are now available on the Internet so students can access the program at home or locations other than the school. This provides a great opportunity for parents to get involved with their children's career planning.

There are many ways to explore careers. After using a CIDS, students can use other resources for further research. Classroom assignments requiring students to research and write about various occupations will also help them explore their career options.

Guest speakers, field trips, and shadowing experiences can provide valuable exploration experiences. By videotaping guest speakers the teacher may share the information with other classes. In areas where there is not a lot of business and industry, videos can be used that give students a realistic visual tour into various workplaces. Community resources for classroom speakers include chambers of commerce, vocational teachers, advisory committee members, former students, and retired workers from different industries. Students can also interview friends, family, and community members about their jobs. It's always interesting to bring in someone who has a "unique" career, one you don't hear about very often, and let them explain how they learned about and pursued their career.

The key to helping students sort through the vast amount of career information available is providing a process for small group or individual career guidance or advisement. This process could be integrated into an academic classroom such as English by using career exploration as a subject for a research project. The process could also be incorporated into a homeroom period or another designated time for schools that have block scheduling. The process could involve a program such as Teachers as Advisors.

Career planners or portfolios can be used to house career information such as goals, action plans, resumes, cover letters, occupational information, interest inventory results, assessment of learning styles, records of community service, and other information demonstrating that the student is engaged in a career development process. The folder should be easily accessible to the student, teachers, and parents/guardians. This folder should also be used when counselors have parent/student conferences.

Many schools report that their students have written career and education plans. They've also expressed a need for improving their process for managing the career planners and portfolios. Many are moving toward electronic planners. Some are stand-alone programs, while many of the CIDS now have electronic career planners. For instance, Choices has a career planner that can be initiated through Career Futures (the middle school version of Choices) and continued when students reach high school. It includes career planning activities, programs of study for high school, employability skills including a resume builder, and a plan of action. There are many commercially designed and printed career planners but many states have designed their own to meet their local needs and processes.

Oklahoma's System for Implementing Career Portfolios at the 8th Grade Level.

Plans of study are used when 8th grade students begin scheduling their high school courses. Eighth graders may be unaware of the choices available, or the courses they need to take if they are interested in a particular career. Plans of study show students the many choices they have for coursework during high school and help them think about what they want after completion of their secondary education. A six-year plan of study is recommended for all students to help them identify courses in high school and postsecondary education that will help them reach their career goal. Oklahoma has a plan of study based on thirteen career clusters. Each plan shows the student sequenced instruction needed to prepare for a career in a given cluster. There are four sections to each plan: the title page which describes the cluster, scheduling options, planning options, and the sample plan. Oklahoma's process is planned and systematic. This assures that a quality plan of study is completed for all students.

Students may complete their plan of study in various ways:

- Counselor or teacher advisor schedules 30-minute segments with each 8th grader (parents are invited).
- Class time, in a class for 8th graders, is devoted for completing the plan of study.
- Small groups of students work with a counselor or teacher advisor (parents are invited).
- Students and parent(s) make night or Saturday appointments with their counselor or teacher advisor.
- Student, counselor or teacher advisor, and parent(s) complete the plan during parent conference days.
- Special sessions are conducted for all 8th graders with an administrator, teacher, and counselor in attendance.
- Parent(s), student, and a counselor complete the plan: the student cannot enroll unless a parent signs the plan.

Note: Using the plan of study to document that each student has received guidance concerning his or her career plan meets state requirements as mandated by the Oklahoma legislature.

Building a portfolio. A career portfolio is a lifelong, student-managed collection of accomplishments and progress toward career goals. Development of the portfolio should be supported by the counselor, teacher, or other student services staff. The information included should provide supporting information for application for financial aid, postsecondary schools and training, and work.

There are many processes that are used in school buildings to maintain career and education planners/portfolios. Whatever process is used must also include a method to assure that all information is moved as the students change school levels. The school staff must also be in-serviced as to how to utilize the career data they will receive from the previous school. It is helpful in the planning process if all schools share their plans and

there is some consistency in the format of the plan and the information being collected. If there is a process at elementary, middle, and high school for student developed career and education planners, schools should ensure that at each stage the information is being more fully developed.

Testimony – Things I Wish I Knew

- Data is your friend. You don't have to major in statistics to get useful data for you to use in your programs and it does not have to be complicated. For example, after every workshop or inservice we do, we have a standardized evaluation. The evaluations tell us how participants will implement the training they received, how we did in meeting the workshop objectives, who our audience is, what services would help them do their job better and what products would help them do their job better. We compile all of ratings, comments, and other information in a database and look at them twice a year as we plan or refine our goals.

- Critical customers are doing you a favor. Painful as it may be to listen to criticism of your program or services you offer to counselors, proper analysis of criticisms can help you redesign your services to offer counselors what they need.

- Realize you are not "Super Supervisor." Just as in schools, guidance programs can become fragmented when they take on too much or are responsible for every new initiative that comes down the pike, so can state guidance supervisors. Be very clear on what is most important for you to focus on at a state level and stick with it. (I'm still working on this one!)

- Small steps are important. You rarely see quantum leaps in helping counselors and/or school districts build their guidance programs. Take encouragement in the fact that small steps get to the goal as well.

- Use resources available to you. Other states are usually very receptive to sharing with you what has worked for them. Do not reinvent the wheel. The Consortium has products and networking opportunities that can help.

- It takes a while before you feel like you know what you are doing and some days you still wonder! However, you do know more than you think you know.

- Product development has played a major role in helping implement career guidance strategies. And it takes time for guidance strategies to be implemented. For example, we started talking about plans of study nine years ago and most counselors did not know what we meant. We developed cluster plans of study that are still used today. Even better, many counselors took our version and adapted it for use in their situations. Today, 75% of school districts indicate they are using plans of study with their students.

- While designing our products, we have a process to gather input from the field before we actually offer it to the public. Many a product design that we (state staff) thought was terrific has been changed due to feedback we have received from focus groups, pilot field tests, and informal observation.

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Kelly Arrington, Guidance Coordinator–Oklahoma State Department of Education

SEOP Student Education Occupation Planning Process

7th Grade EXPLORE	8th Grade EXPAND	9th Grade PLAN
Counselor Coordinated	**Counselor Coordinated**	**Counselor Coordinated**
Student/Parent Involvement in annual conferences with a counselor or other school personnel.	**Student/Parent Involvement in annual conferences with a counselor or other school personnel.**	**Student/Parent Involvement in annual conferences with a counselor or other school personnel.**
Guidance Curriculum coordinated with *Technology, Life, and Careers* class (TLC) in the areas of:	**Guidance Curriculum integrated with particular classes (English, social studies, etc.) in the areas of:**	**Guidance Curriculum in a careers class, or integrated with particular classes (English, social studies, etc.) in the areas of:**
Self-Knowledge (may include: interest inventory, achievement test information, Planning My Future, Choices Jr., etc.)	**Self-Knowledge** (may include: interest inventory, achievement test information, Planning My Future, extra-curricular activities related to interests, talents, etc.)	**Self-Knowledge** (may include: Career Planning Profile {CPP} or other aptitude assessments {GATB, DAT}, Choices Interest Checklist, extra-curricular activities that build on student interests, etc.)
Educational/Occupational Exploration (may include: career exploration technology, classroom speakers, courses taken, hobbies, interests, talents, etc.)	**Educational/Occupational Exploration** (may include: career exploration technology, classroom presentations, guest speakers, courses taken, hobbies, talents, etc.)	**Educational/Occupational Exploration** (may include: Choices, Utah Career Guide, Occupational Outlook Handbook {OOH}, career days, guest speakers, etc.)
Educational/Career Planning (may include: decision-making, goal-setting, selecting relevant courses, a four-year plan, registration, etc.)	**Educational/Career Planning** (may include: decision-making, goal setting, a four-year plan, graduation requirements, etc.)	**Educational/Career Planning** (may include: a four-year plan, progress toward graduation, career focus/goal, school-to-careers {STC} options, concurrent enrollment, early graduation, etc.)
Planning Document/Portfolio (a formalized written plan) to map student progress and document student achievement.	**Planning Document/Portfolio** (a formalized written plan) to map student progress and document student achievement.	**Planning Document/Portfolio** (a formalized written plan) to map student progress and document student achievement; a vehicle for personal, educational, and career planning.

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SEOP Student Education Occupation Planning Process

10th Grade SET GOALS	11th Grade DECIDE	12th Grade APPLY
Counselor Coordinated	**Counselor Coordinated**	**Counselor Coordinated**
Student/Parent Involvement in annual conferences with a counselor or other school personnel.	**Student/Parent Involvement in annual conferences with a counselor or other school personnel.**	**Student/Parent Involvement in annual conferences with a counselor or other school personnel.**
Guidance Curriculum in a careers class, "Skills for Success" class, advisory group, or integrated with English, social studies, etc., in the areas of:	**Guidance Curriculum integrated in appropriate classes in the areas of:**	**Guidance Curriculum integrated in appropriate classes in the areas of:**
Self-Knowledge (may include: achievement test information, PLAN, Career Planning Profile (CPP) or other aptitude assessments, PSAT, COPS, Self Directed Search (SDS), Choices, Choices Interest Checklist, personal interests, abilities, and skills, volunteer experience, etc.)	**Self-Knowledge** (may include: achievement test information, information on college entrance exams (ACT, PSAT, SAT), Choices, resume building, portfolio, extra-curricular activities relative to student goals, work experience, etc.)	**Self-Knowledge** (may include: facing "reality" presentation, assessment information, ASVAB or other aptitude assessments, college entrance exams (ACT, SAT), Choices and other career exploration technology, resume writing, portfolio, job seeking/keeping skills, etc.)
Educational/Occupational Exploration (may include: career days, career fairs, parent/student information nights, Utah Career Guide, job shadowing, etc.)	**Educational/Occupational Exploration** (may include: advisory committees, career days, college fair, job shadowing, scholarship and financial aid information, etc.)	**Educational/Occupational Exploration** (may include: job shadowing, internships, work-based learning, concurrent enrollment, labor market information, training programs, etc.)
Educational/Career Planning (may include a review of: student plan, career goal, related courses, progress toward graduation, full range of school options [early graduation, academy programs, concurrent enrollment], school-to-careers (STC) options, etc.)	**Educational/Career Planning** (may include a review of: student plan, career goal, related courses, progress toward graduation, full range of school-to-careers (STC) options [apprenticeship, military, two-year certificate programs, four-year college degree], etc.)	**Educational/Career Planning** (may include a review of: student plan, progress toward graduation, career goal, program/college/university admission application information, placement, etc).
Planning Document/Exit Portfolio (a formalized written plan) to map student progress and document student achievement; a vehicle for personal, educational, and career planning.	**Planning Document/Exit Portfolio** (a formalized written plan) to map student progress and document student achievement; a vehicle for personal, educational, and career planning.	**Planning Document/Exit Portfolio** (a formalized written plan) to map student progress and document student achievement; a vehicle for personal, educational, and career planning.

Standard Thirteen: Responsive Services

A comprehensive guidance and counseling program includes responsive services such as counseling, consultation, and referral that are available to all students and their parents. These services are designed to assist students with concerns or problems related to academic, career, and personal/social development. Although counselors have special training and possess skills to respond to immediate needs and concerns, the cooperation and support of the professional staff is necessary for these services to be successful. Parental involvement with and participation in these activities is critical. This may include referring their children for assistance, working with school counselors and other staff to identify issues or concerns, giving permission for needed special services, and providing help in resolving issues. Responsive services include consultation with parents, teachers, other professional staff, personnel in community agencies and business/industry; individual and small group counseling to assist students with identifying problems and their causes, alternatives, and possible consequences, and to take appropriate action; and referral to professional resources in the school and community.

Standard:

All students and their parents/guardians have access to responsive services, including consultation and referral to assist them with problems or concerns related to personal, social, and career development.

Indicators:

- Individual and small group counseling is available to all students.
- Consultation occurs with teachers, administrators, and parents/guardians regarding individual students' academic progress, personal-social, and career concerns and issues.
- Referral to school (school counselors, school psychologists, social workers, etc.) and community professionals is provided.

Description

Responsive Services

Responsive services consist of activities to meet the immediate needs and concerns of students. These needs may include counseling, consultation, referral, or information. These services are most often student initiated.

Example

A Texas Guide for Program Development
Pre K-12th Grade

The purpose of the responsive services component is to intervene on behalf of those students whose immediate personal concerns or problems put their continued personal-social, career, and/or educational development at risk. Although counselors respond to any concerns presented by students, some topics have been identified as having high priority and/or relevance within the school setting. Topics of priority in *Texas* in the late 1990's and beyond include:

The purpose of the responsive services component is to intervene on behalf of those students whose immediate personal concerns or problems put their continued personal-social, career, and/or educational development at risk.

- Academic success
- Adolescent and child suicide
- Child abuse and neglect
- School drop-outs
- Severe stress
- Substance abuse
- School-age pregnancy
- Gang pressure/involvement
- Harassment issues

In addition to the topics identified at the state level, school district have identified some recurrent topics presented for responsive services, including:

School-based issues such as

- Attendance
- School attitudes and behaviors
- Peer relationships
- Study skills
- Being new to the school
- Emergent issues in intervention or postvention of a traumatic event
- Violence on campus (school safety)

Personal issues, such as

- Career indecision
- Financial aid
- College choice
- Death of a family member or friend
- Family divorce
- Family abuse
- Harassment issues

Some responses are preventive: interventions with students who are on the brink of choosing an unhealthy or inappropriate solutions to their problems or being unable to cope with a situation. Some responses are remedial: interventions with students who have already made unwise choices or have not coped well with problem situations.

In this component, as in the others, locally identified needs will dictate the priorities for problem topics and for the groups of students to be served. A developmental guidance and counseling program includes supplemental guidance and counseling services for students targeted by special funding sources such as students in compensatory, gifted, migrant, special, or career and technology education programs.

The school counselors counsel individuals or small groups of students, appraise individuals for the purpose of problem identification, consult with teachers and parents, refer students and/or their parents and teachers to other specialists, and follow-up with students to monitor their progress toward resolution of their problems. If applicable, they train and supervise peer facilitators. Often they conduct guidance sessions in response to teachers' requests to address problems of particular groups, such as competitiveness or stress with classroom groups of gifted students.

Parent involvement with and participation in activities of this component are essential to helping children overcome barriers to their educational process. They refer their children for help, work with school staff to specify their children's issues, and give permission for needed services including on-going counseling.

Standard Fourteen: Management and Support

A comprehensive guidance and counseling program requires an ongoing support system to maintain and enhance the total program. The component includes strategies that support the goals of the school system as well as the guidance program in the following areas:

- **Research and Development**. The development and updating of guidance learning activities, data analysis, and follow-up studies are examples of research and development tasks.
- **Political and Legal Resources**. The program adheres to policies, procedures, association standards, pertinent state and federal laws, state and local Board of Education rules and regulations, and professional association standards in the development and implementation of its guidance and counseling program.
- **Professional Development**. Counselors and other guidance staff are continuously updating their knowledge and skills in accordance with their professional development plan.
- **Staff/Community Public Relations**. This component involves the implementation of a marketing/public relations plan for the program. Newsletters, working with local media, and school and community presentations are examples of activities.
- **Community/Advisory Boards**. Serving on departmental curriculum committees and community committees or advisory boards is an important component in forming networks and building program support.
- **Community Outreach**. Included in this area are activities designed to help professional guidance staff become knowledgeable about community resources, employment opportunities, and the local labor market. This may include visiting local businesses/industries and social service agencies on a periodic basis.
- **Program Management**. This area includes the planning and management tasks needed to implement and support program activities such as preparing budgets, facilities design, and staffing.
- **Fair-Share Responsibilities**. This area includes the routine "running of the school" responsibilities that all members of the school staff take equal turns doing to assure the smooth operation of the school.

Management and support strategies are in place for maintaining and enhancing the district's comprehensive guidance and counseling program.

- Research and development is provided so that development and updating of guidance learning activities, data analysis, and follow-up studies are conducted.

- The program has sufficient political and legal resources that adheres to policies, procedures, association standards, pertinent state and federal laws, state and local Board of Education rules and regulations, and professional association standards in the development and implementation of its guidance and counseling program.

- Counselors and other guidance staff are continuously updating their knowledge and skills in accordance with their professional development plan.

- The guidance program involves the implementation of a marketing/public relations plan for the program. Newsletters, working with local media, and school and community presentations are examples of activities.

- Counselors need to serve on departmental curriculum committees and community committees or advisory boards. This is an important component in forming networks and building program support.

- Community outreach activities are included designed to help professional guidance staff become knowledgeable about community resources, employment opportunities, and the local labor market. This may include visiting local businesses/industries and social service agencies on a periodic basis.

- Guidance program management includes the planning and management tasks needed to implement and support program activities such as preparing budgets, facilities design, and staffing.

- Counselors participate in a fair-share way with the routine "running of the school." This means all members of the school staff take equal turns doing to assure the smooth operation of the school.

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Program Management

Program management consists of the management activities through which the program is established, maintained, and improved. Activities through this component may be part of the overall operations of a school system and include such areas as personnel evaluation, research and development, professional development, community outreach and public relations, budget preparation, and facilities design.

Many state models address this component in a similar fashion. We have selected excerpts from the *Florida Student Development Model* to showcase a standards based program organized by domains.

Persons responsible for the program management of the student development program should be concerned with the following six interrelated domains: leadership administration, finance, training, coordination, service delivery, and evaluation.

Persons responsible for the program management of the student development program should be concerned with the following six interrelated domains: leadership/ administration, finance, training, coordination, service delivery, and evaluation. Within each of these domains, standards of quality exist that provide guidelines for program administrators at the district and school levels. The management guidelines for the first five domains are described below. Those related to evaluation are described in the section of this guide dealing with evaluation. These guidelines can be used as a self-assessment checklist so that the school and district personnel can examine how their programs and delivery of services can be improved. Each school and district will need to emphasize those guidelines that match the needs of their students and their school system.

Leadership/Administration

a. School leaders in direct-line authority, superintendents, and principals have a vision for the program and can provide input into the design and administration of the activities.

The design and implementation of the student development system is not the sole responsibility of student services administrators at the school district office or the school-based practitioners at each school. School and district administrators responsible for academic and vocational instruction also set clear expectations for how the student development program will support and work in concert with the instructional program.

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b. There is a clear agreement on who is responsible for providing supervision to the various service personnel, including those agency personnel delivering school-linked services.

These lines of supervision are communicated to all field practitioners. Administrators who are responsible for supervision are trained in the special kinds of supervision techniques required for those who provide services, rather than instruction, to students and families. District and school student development program administrators utilize those versions of clinical supervision that are specifically designed for student services personnel.

c. The certification and job descriptions of student development personnel match the assessment, counseling, consultation, and coordination activities required by the program, and the methods and instructions used for performance evaluation match the job description.

As directions change for the student development program, the school district will need to examine the job description, formal and informal, of each of the student development program personnel: professional, paraprofessional, and clerical. These job descriptions need to be updated to reflect the priority activities and competencies required of each person delivering services. The performance evaluation procedures for these same personnel may also need to be revised so that the performance of student development personnel is judged by the knowledge, skills, and competencies needed to perform service functions, as opposed to functions required for classroom instruction.

Finance

a. Administrators responsible for student development programs have an action plan for the development of new funding and resources that can be used to implement the program.

With the combination of a focus on academic and vocational instruction and the scarcity of general revenue funds, district and school administrators responsible for student services need to schedule time to write the grants, create the partnerships, and seek new resources in order to build quality programs. The resource development activities should be coordinated with other efforts in the community, district, and school so those with the same mission are not competing for the same resources, unless it is according to plan.

b. Districts and schools use multiple local, state, and federal funding sources to fund allocation of student development personnel.

Many districts and schools are using a combination of funding sources to support student development personnel such as funds from District IDEA, Title I, Safe and Drug-Free Schools, and Carl Perkins. As changes in the FEEP occur, student development personnel who provide consistent, planned services to at-risk and disabled students may be able to generate FTE funding.

c. School, community agency, and business partnership resources are pooled where it is cost effective to share funding for program materials, activities, and personnel.

Districts and schools examine sharing the cost of student development personnel with agencies who share a common mission such as the private industry council, community colleges, and mental health providers. Materials such as kits, software, reference books, videos, and resource databases should be shared among schools, districts, and agencies.

Training

a. The majority of the training provided to student development personnel is focused on the counseling, assessment, coordination, and consultation competencies they need to implement program activities.

Training for student development personnel should be balanced between (1) information on policy and program procedures and (2) more comprehensive training to develop the hands-on skills. The skills being developed should be those needed to perform the functions required to reach identified student outcomes.

b. Training and staff development is offered across discipline, agency, school, and district lines where there is a common need for knowledge, skills, or competencies.

The student development training offered is open to those in the school/community who need the knowledge, skills, and competencies being taught (e.g., "Group Counseling In-service" would be open to full-service school mental health counselors, occupational specialists, etc.–not just counselors). A schedule for staff development is jointly planned and communicated well in advance of the training dates. The cost for training is shared among those programs, schools, or agencies that sponsor participants.

c. Long-range training plans for student development personnel are incorporated into the school district's required comprehensive staff development plan.

Training plans to support the program and personnel should be multi-year plans that take into account new program personnel and the need for experienced personnel to refresh their skills. These are not stand-alone plans but are a part of the overall school district staff development plan. They are developed in partnership with local colleges and universities who have pre-service training programs related to student development.

Coordination

a. Student development program goals, activities, and services need to be coordinated at the district and school levels with other support programs.

Many times these special support programs (such as student services, comprehensive health, dropout prevention, etc.) have goals, services, activities, and outcome measures similar to those described in this student development manual. Support programs often require the same district and school personnel to be on separate committees and teams that all provide some type of assistance and intervention. Many of the special programs also ask service personnel and teachers to take part in in-service programs on similar topics. The different curricula used as a part of each program require students to learn similar decision-making and social-development skills.

b. Those responsible for planning and coordinating the student development program should identify which support programs are involved in three broad types of services for the development of students; (1) prevention/ developmental, (2) intervention/remedial, and (3) crisis/emergency.

It is recommended that a chart be prepared indicating the questions student development program coordinators in districts and schools should be able to answer in order to ensure efforts are not duplicated or wasted. This grid can point out which support or special programs may need to be involved in the planning and coordination necessary to answer each question. In every district and school, other support programs unique to that community could be added to the grid. Those responsible for planning services and support programs at the district and/or school level should check those boxes where coordination needs to occur. Next, it would be important to decide how and when to involve and communicate with representatives from these programs. Once plans are developed and articulated, those partner programs initially involved would be informed so that they may adjust their goals and service delivery objectives accordingly.

Support programs sponsored by the state and/or federal government are found in every Florida school district. Smaller schools and districts may have an easier time coordinating programs where the contact for each program is the same person. In each district there may be other agencies and programs unique to that community that need to be considered when planning and coordinating support for children. The sample programs described below provide cues as to who should be at the table when the student development program is planned, funded, implemented, and evaluated.

- **Career Development** – Curricula, programs, and activities aimed at preparing students to enter a career and/or postsecondary education. These programs include counseling services, occupational specialist services, vocational and Tech Prep programs, and other school-to-work transition efforts.

- **Comprehensive Health Education** – Programs and curricula aimed at the healthy development of students, the prevention of students participating in risk-taking behaviors, and the adoption of a lifestyle that promotes wellness. These programs include instruction of curriculum by classroom teachers, counselors, health education teachers, and health services personnel.

- **Dropout Prevention** – Programs offered to students in grades 4-12 at risk of not graduating from high school. Categories of programs include educational alternative, teen parent, and disruptive and youth services programs at both school sites and community sites. Juvenile Justice facilities and Second Chance schools should also be included when coordinating services.

- **Exceptional Student Education** – Programs and services for students with thirteen recognized disabilities. These services are delivered to students in consultative, part-time, full-time, and residential placements. These services also include special resources for the assessment of students and the training of teachers.

- **Full-Service Schools** – Combination of services to students and families usually available in the community offered at or linked to a school site. The kinds of services included depend on the need of the community but often include health, mental health, and social work services.

- **Safe and Drug Free Schools** – Curriculum programs and services aimed at prevention of alcohol, tobacco, and drug use; the creation of safe school environments; and the prevention of violence. Programs also include training for school personnel in prevention and student assistance.

- **Itinerant Student Services** – Services that are usually based at the school district or county level and that serve a number of schools on a part-time basis. These services typically include school psychology, school social work, and school health services. They provide consultation, counseling, assessment, and other interventions for students and families.

- **Title I: Basic Migrant** – Combination of programs and support services to students who are behind in grade level in terms of achievement. Programs may be school wide depending on the needs of the school population. Also includes support for parents.

- **Law Enforcement** – Services that provide security and protection for students, as well as classroom prevention programs aimed at preventing crime and abuse. Officers may be placed full or part-time at schools to teach curricula aimed at building students' resistance to participating in drug use and crime. They also provide guidance and direction to at-risk youth.

Service Delivery

a) Program activities are focused on the district and school improvement needs and goals.

Those personnel responsible for designing the student development programs at the school and district levels do not conduct a separate needs assessment process. The priorities for the student development program address the goals and needs already determined by district comprehensive planning and school improvement committees. Priority student development activities match the priority outcomes of the district and school.

b) There are methods for the coordination of activities at the community, district, school, and individual student levels.

An umbrella committee exists in the county or community representing many of the agencies concerned with students that facilitate interagency/collaboration and problem solving within the school district. The various school district categorical programs that effect the student development program are coordinated in terms of expectancies for program personnel, training schedules, and team operating procedures assistance. At each school, those students receiving special support and intervention have a case manager who is responsible for coordinating all the services and interventions for those students.

c) Services provided are balanced between crisis, responsive, and developmental activities according to the student outcomes identified for the student development program.

Student development personnel plan and schedule their time according to the activities that have been designed and agreed upon that will lead these student outcomes. Plans and schedules are shared with teachers and other service personnel. District and school administrators monitor these plans and schedules as they do those of other school personnel.

Standard Fifteen: Personnel Evaluation

The purpose of evaluating school counselors' performance, as well as other guidance personnel is to improve program delivery and impact. It also provides for communication among school counselors, guidance program staff leaders, and school administrators concerning roles and responsibilities. The guidance program is the key element in designing evaluation tools and expectations for counselor performance. Job descriptions provide the basis for individual performance based evaluation by the administration.

Standard:

The district utilizes a personnel performance based supervision evaluation system for school counselors and other professional guidance and counseling program staff.

Indicators:

- School counselors' job descriptions are derived directly from the tasks required to operate the district's guidance and counseling program.
- School counselors are supervised and evaluated on the basis of their job descriptions.

Description

Tools for Personnel Evaluation

The role of the school counselor is defined by the administration of a school district, as well as by the comprehensive guidance and counseling program plan utilized by that school. This resource guide has provided examples of job descriptions, as well as a listing of counselor competencies developed by NCDA. As stated previously, personnel issues are a local issue and should adhere to local policies and administrative requirements.

Personnel evaluation tools are designed based on the roles and responsibilities as outlined in the job description and based on the goals and objectives of the comprehensive program. An example of the instrument used by the *Oklahoma Department of Education* is provided in this section.

Example

Oklahoma School Counselor Performance Evaluation Instrument: Oklahoma Department of Education

GOAL STATEMENT: When a fully certified counselor is employed the administration, faculty, parents, and community should expect the school counselor to carry out six basic job responsibilities in a professional, accountable manner. The six job responsibilities are: Program Management, Guidance, Counseling, Consultation and Referral, Coordination, and Professionalism.

COMPETENCIES	PERFORMANCE GUIDELINES	ASSESSMENT Guideline in place and evident	EVIDENCE
1. Program Management	1.1 Design, plan, implement, and evaluate a comprehensive, developmental program of guidance, including a strong career guidance component, counseling services, and special provisions for at-risk students.	___ Yes ___ No ___ NA	
	1.2 Successfully establish and interact with a guidance program advisory committee for guidance program direction.	___ Yes ___ No ___ NA	
	1.3 Analyze student needs from data collected at the school site and incorporate into the guidance program development process.	___ Yes ___ No ___ NA	

COMPETENCIES	PERFORMANCE GUIDELINES	ASSESSMENT Guideline in place and evident	EVIDENCE
	1.4 Design, conduct, analyze, and report assessment of individual student and program results.	___ Yes ___ No ___ NA	
	1.5 Link the program of studies with guidance program student competencies and guidance curriculum delivery.	___ Yes ___ No ___ NA	
	1.6 Apply appropriate management concepts, leadership styles, and techniques to implement program change.	___ Yes ___ No ___ NA	
	1.7 Develop and implement a planned calendar of activities based on established program goals and services to students, teachers, and/or parents.	___ Yes ___ No ___ NA	
	1.8 Develop a written description of a comprehensive, competency-based, developmental guidance and counseling program.	___ Yes ___ No ___ NA	
	1.9 Coordinate activities of clerical, para-professional, and volunteer personnel, who provide support for the comprehensive developmental guidance and counseling program.	___ Yes ___ No ___ NA	
2. Guidance	2.1 Coordinate the design and delivery of comprehensive developmental guidance program for all students based on identified student competencies.	___ Yes ___ No ___ NA	
	2.2 Assist teachers in the teaching of guidance related curriculum.	___ Yes ___ No ___ NA	
	2.3 Contribute to the curriculum development in each program/discipline area.	___ Yes ___ No ___ NA	
	2.4 Coordinate the development and annual review of educational and career plans for all students. (middle-level and high school level only.)	___ Yes ___ No ___ NA	

COMPETENCIES	PERFORMANCE GUIDELINES	ASSESSMENT Guideline in place and evident	EVIDENCE
	2.5 Apply knowledge of decision-making and transition models.	___ Yes ___ No ___ NA	
	2.6 Skills to use current, age-appropriate career information materials.	___ Yes ___ No ___ NA	
	2.7 Use computer-based career information systems.	___ Yes ___ No ___ NA	
	2.8 Analyze changes taking place in the economy, society, and the job market and integrate concepts into the guidance program.	___ Yes ___ No ___ NA	
	2.9 Provide or coordinate delivery of career development activities for all students.	___ Yes ___ No ___ NA	
	2.10 Coordinate classroom guidance activities for all students.	___ Yes ___ No ___ NA	
3. Counseling	3.1 Counsel individual students with their concerns.	___ Yes ___ No ___ NA	
	3.2 Counsel small groups of students with their concerns.	___ Yes ___ No ___ NA	
	3.3 Use accepted theories, techniques, and ethical practices appropriate to school counseling at different developmental stages	___ Yes ___ No ___ NA	
	3.4 Apply knowledge of different cultures to interact effectively with all populations.	___ Yes ___ No ___ NA	
	3.5 Demonstrate knowledge of career development theories and career counseling techniques in delivering the guidance program.	___ Yes ___ No ___ NA	

COMPETENCIES	PERFORMANCE GUIDELINES	ASSESSMENT Guideline in place and evident	EVIDENCE
4. Consultation and Student Advocacy	4.1 Effectively consult with and train parents, teachers, administrators, and other relevant individuals to enhance their work with students.	___ Yes ___ No ___ NA	
	4.2 Actively represent student needs to others.	___ Yes ___ No ___ NA	
	4.3 Design and implement public relations efforts which promote school guidance activities and services.	___ Yes ___ No ___ NA	
	4.4 Annually review, evaluate and report program goals and achievements to school district leaders, parents, community, and legislators.	___ Yes ___ No ___ NA	
	4.5 Apply knowledge of the unique needs of women, minorities, the disadvantaged, and handicapped in consultation regarding students.	___ Yes ___ No ___ NA	
	4.6 Find and utilize appropriate resources to serve the needs of limited English proficient students.	___ Yes ___ No ___ NA	
	4.7 Use other sources of student data appropriately for assessment and advisement purposes.	___ Yes ___ No ___ NA	
	4.8 Apply knowledge of career assessment techniques and measures of skills, abilities, aptitudes, and interests for their student population.	___ Yes ___ No ___ NA	
5. Coordination	5.1 Actively coordinate with school and community personnel to bring together resources for students through identification of needs.	___ Yes ___ No ___ NA	
	5.2 Develop and use an effective referral process for assisting students and others to use special programs and services.	___ Yes ___ No ___ NA	

COMPETENCIES	PERFORMANCE GUIDELINES	ASSESSMENT Guideline in place and evident	EVIDENCE
	5.3 Assist all staff in understanding how to incorporate career development concepts into their program.	___ Yes ___ No ___ NA	
	5.4 Develop and maintain productive relationships with vocational-technical schools, colleges and universities to assist students with post-secondary education plans and transitions. (middle-level and high school level only).	___ Yes ___ No ___ NA	
	5.5 Participate in the planning and evaluation of the district/ campus student assessment program.	___ Yes ___ No ___ NA	
	5.6 Interpret and use student test and other appraisal results appropriately.	___ Yes ___ No ___ NA	
6. Professionalism	6.1 Regularly attend district sponsored staff development offerings and/or take post-graduate courses.	___ Yes ___ No ___ NA	
	6.2 Maintain membership in professional counseling and guidance associations.	___ Yes ___ No ___ NA	
	6.3 Regularly read professional journals and contribute to professional literature.	___ Yes ___ No ___ NA	
	6.4 Regularly attend relevant workshops sponsored by professional organizations.	___ Yes ___ No ___ NA	
	6.5 Conduct training for staff and other counselors.	___ Yes ___ No ___ NA	
	6.6 Develop and maintain a working knowledge of state and federal legislation which affects school guidance and counseling programs and rights of students. (FERPA, IDEA, School-to-Work, etc.)	___ Yes ___ No ___ NA	
	6.7 Maintain and practice high ethical standards of the profession.	___ Yes ___ No ___ NA	

Comments:

Areas Targeted for Planned Development:

Competency:

Performance Guideline:

Evidence Required:

Timeline to Accomplish:

Rater Signature Date

Counselor Signature Date

Standard Sixteen: Program Evaluation

Program evaluation asks two questions: Does the school district have a written comprehensive guidance and counseling program? Is the program being fully implemented? Answers to these questions are provided through a process called program evaluation, the goal of which is to examine the written program carefully and to verify through documentation that it is the implemented program. Whether or not a written guidance program exists in the district and whether or not any discrepancies exist become clear as the evaluation process unfolds. Standards and indicators are used to conduct program evaluation.

Standard

The district-wide guidance and counseling program is assessed periodically using program standards.

Indicators

- The program has established and utilizes a formal program review process.
- The review process is based on program standards and indicators.

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Description

Evaluating Your Guidance and Counseling Program

Evaluation and assessment are key components of your guidance and counseling program implementation plan. Data must demonstrate that the investment of staff and funds into the program is making a difference. There is a growing demand for evaluation of all programs in a school district both for program improvement and for accountability. The guidance program assessment element is one part of the school's total assessment process. It is important to keep in mind that this component be developed in coordination with the other assessment activities of the district.

Evaluation and assessment are key components of your guidance and counseling program implementation plan. Data must demonstrate that the investment of staff and funds into the program is making a difference.

Most often, the idea of evaluation intimidates many people who perhaps do not realize that informal evaluation is something we all do as a routine activity. When we buy a car, we purchase it based upon our evaluation of model, color, efficiency, size, etc. When we buy fruit at the grocery store, we critique its quality, taste, and price. So evaluation is not something new to us. However, formal evaluation of a guidance and counseling program is something many of us are not familiar with and not sure how to do. This section will give you the basics of getting a start on the evaluation process. It assumes that you are knowledgeable about guidance and counseling, but not necessarily well versed in guidance program evaluation.

Example

This section again references the *Florida Student Development Program.* Their model was selected to provide an example of a standards based evaluation program.

An evaluation design is driven by key questions asked by stakeholders and program developers and implementers. These questions provide the focus for gathering data and making recommendations for school improvement. Since neither an actual implementation site has been identified nor a stakeholder team assembled to formulate key questions, the evaluation design presented here will be general and global. Nevertheless, any evaluation design must have specific features that answer two fundamental questions.

1. To what extent is the program design and implementation strategy achieving its objectives according to the design plan?

   This evaluation component determines the degree to which the enabling objectives, milestones, or benchmarks of the design and implementation are following the plan.

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2. Once the student development program presented in this document has been implemented (or selected aspects of it), to what extent are the program goals and student outcomes attained?

   This component relies on the indicators of program and student performance to make judgments about the effectiveness and efficiency with which the goals and outcomes are being met.

Program Evaluation

Information gathered for the formative evaluation is useful for making en route decisions pertaining to the development of the proposed student development program. It addresses the extent to which the program implementation goals are developing as planned. The program development and implementation goals and representative performance indicators are presented as follows:

Goal 1.0: Develop support from the stakeholders for the implementation of the student development program.

Indicators:

- Evidence that the stakeholders (e.g., principal, teachers, students, parents, business partners, school counselors) are committed to action (e.g., financial support, commitment of in-kind services, and donated materials).

- Identification, approval, and assignments of individuals to leadership positions to perform specific development tasks.

Goal 2.0 Engage in a formal planning process to establish the parameters and boundaries of the student development program.

Indicators:

- A written document specifying the mission statement, program goals, and intended student learning outcomes that is approved by the stakeholders.

- Evidence of a transition plan to realize the approved mission, goals, and student learning outcomes.

- Evidence of a strategy to inform all stakeholders of the program including appropriate district and state agency personnel.

- Gantt charts and flowcharts to coordinate the design, development, and implementation of the program.

Goal 3.0: Engage in the design of the student development program.

Indicators:

- Evidence of program objectives and performance indicators.
- Evidence of student development outcomes and performance indicators.
- Curricular interventions developed to achieve student learning outcomes.
- Duties and tasks assigned to persons responsible for attaining program objectives and facilitating student learning outcomes.
- A prepared staff development plan.

Goal 4.0: Implement the student development program.

Indicators:

- Staff support to develop and implement the program.
- A formative evaluation strategy for the attainment of program objectives and student learning interventions designed and implemented.
- Personnel assigned to implement the program adequately performing their tasks.
- Implementation schedule of activities followed and reported to the stakeholders.
- Formative evaluation reports submitted periodically to the stakeholders.
- Results of the formative evaluation used for en route decision making.

Goal 5.0 Implement summative evaluation design.

Indicators:

- Questions to structure the evaluation formulated by the stakeholders, program developers, and implementers.
- Measures of student performance developed.
- Data collection procedure formulated.
- Evaluation design approved by stakeholders.
- Results of student evaluation periodically submitted to the stakeholders and used for developing the school improvement plan.

Student Evaluation

As stated previously, the student evaluation concerns the extent to which program goals and intended student outcomes are attained. The following are the program goals of the student development program with representative indicators to provide information for decision making pertaining to school improvement.

Goal 1.0: Participate as a member of the stakeholder group in providing program policies and procedures.

Indicators:

- Records of attendance at School Advisory Councils (SAC) and School Improvement Teams (SIT) meetings.
- Written reports submitted and presented to SAC and SIT meetings.
- Introduction of cases of students and support data that represent broader curricular problems to SAC and SIT meetings.
- Written policy proposals introduced to SAC meetings.
- Records or minutes of annual case conferences with appropriate stakeholders.

Goal 2.0: Integrate the student development program curriculum into the school environment.

Indicators:

- Attendance at curriculum and intervention committee meetings as reflected in the minutes.
- Number of consultation meetings with teachers regarding the use of student development instructional materials and procedures in the teaching.
- Documented use of student development instructional materials by the teacher in regular classes.
- Annual report documenting the number of curricular units and guidance interventions experienced by each student.
- Documentation of the relationships among the student learning outcomes of the student development program and the school improvement plan.

Goal 3.0: Implement a student development curriculum in the areas of academic achievement, career development, personal/social development, and community involvement.

Indicators:

- Evidence that a review of the student development curriculum by the stakeholders exists.
- Evidence that the formal delegation of responsibility for implementing the student development curriculum exists.
- A written record of student development topics in the four domains with student learning outcomes and examples of student performance indicators exists.
- Written records of the delivery of student development interventions by student outcome exists.
- Evidence of an annual evaluation of the student development curriculum by the stakeholders, i.e., the extent to which selected student outcomes has been attained.

Goal 4.0: Facilitate transitions from home to school, school to school, and school to work or postsecondary education.

Indicators:

- Schedules, attendance records, and materials of entry and exit orientation meetings.
- Results of a satisfaction survey sent to recipients of student portfolios.

Goal 5.0: Design and organize a student information system for assessing student progress.

Indicators:

- Evidence of articulation agreements between schools employers (letters, memoranda, bulletins, catalogs).
- Reports of follow-up surveys sent to students, parents, and "consumers" of student portfolios, e.g., student development specialists, postsecondary admissions officers, and employers.
- Presentation of reports to the SACs as reflected in the minutes.
- Review of a sample of student portfolios against criteria established by the SAC.

- Presence of an on-line or batch computer data-processing system that can store and retrieve individual and group information.

- Release forms and limited access to passwords to protect individual information.

- Annual reports of aggregate student profiles available in the school media center that are accessible to stakeholders. Student profile data can be secured annually from the Florida Education and Training Placement Information Program (FETPIP) and may include the following:

  Educational status (vo-tech, community college, university, etc.)
  Employment status (employed vs. nonemployed; locus of employment)
  Special status (JTPA, prisons, welfare)
  Employer opinion surveys
  Certificates or degrees earned

- Issues related to identified student performance gaps presented to the SAC as recorded in the minutes.

Goal 6.0: Promote a healthy learning environment.

Indicators:

- A set of health indicators identified and selected for observation and measurement.

- An annual school climate survey with items pertaining to the student development program, curriculum, and racial and ethnic harmony.

- Evaluation reports submitted and presented to the SAC with recommendations for improving in the school learning environment.

- Gaps in school performance and climate prioritized for the design of interventions included in the school improvement plan.

Goal 7.0: Promote student performance through the provision of special services and interventions to students, parents, and school personnel in developmental, remedial, and crisis situations.

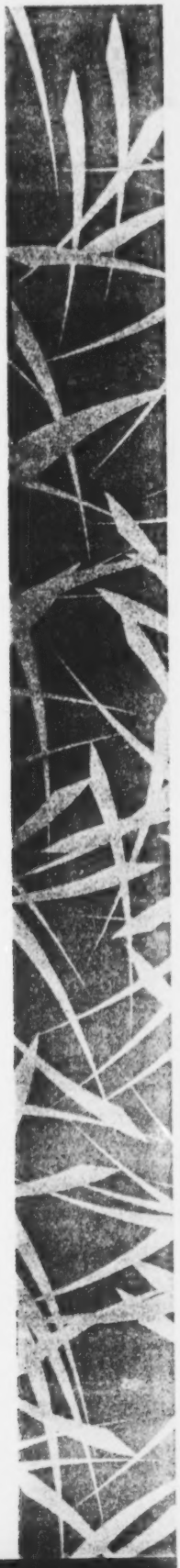
Indicators:

- Evidence of a differentiated staff of student development specialists who work together as a team with a school counselor serving as the coordinator.

- An annual written action plan with identifiable projects to carry out goals and objectives of the student development program.

- Financial resources are provided to enable the attainment of projects that reflect the goals and objectives of the student development program.

The data gathered from the indicators are used to document the attainment of the goals and objectives of the student development program. The results of the evaluation allow the stakeholders to judge the extent to which program and student program goals are being achieved. This information is used for the development of the annual school improvement plan.



Standard Seventeen: Results Evaluation

Results evaluation focuses on program impact on students. Program results may be obtained through student assessment, data collection, and follow-up studies, as well as interviews with students, parents, school personnel, and the community.

Standard:

The district has established and utilizes a results evaluation plan for the guidance and counseling program.

Indicators:

- Procedures, forms, and instruments are utilized to assess the results of the district's guidance and counseling program.
- Results evaluation data are used as a part of the program review/improvement process.

Description

Evaluating Program Results

Everything we do in education, we do for the benefit of students to help them become everything they are capable of being. This is the overriding goal of all guidance and counseling programs. To determine whether or not we have met that goal, assessment must be part of the process.

Results evaluation must be a component of every state and local guidance model. Results evaluation answers the questions "Did we accomplished what we said we were going to do?" and "Are there any changes we need to make?". Data from student, personnel, and program assessments provide the answers to the question of "Are we making an impact?".

Evaluation is an on-going process–a part of program improvement. Two types of evaluation are needed:

> *Process Evaluation* reviews the program's procedures, structure, and schedule and addresses program implementation timelines, barriers to successful implementation, and changes needed based on evaluation.
>
> *Product Evaluation* assesses the extent to which the program was effective in helping students attain competencies as specified by the standards.

Evaluation provides information to use for revisions and ensures continuous improvement of the program. The evaluation process includes:

- Determining the questions
- Determining the audiences and uses
- Gathering data to answer the questions
- Applying the predetermined standards
- Analyzing responses
- Considering the results
- Determining needed recommendations
- Following-up and repeating process next year

The evaluation process should provide insight as to the following:

- Determining the impact on stakeholders
- Showing goal attainments
- Identifying what needs to be added/completed
- Identifying the effective elements of the program

The ultimate goal should be using the data we collect to make our guidance and counseling programs better–resulting in positive benefits for students.

Albert Einstein has been quoted as saying "*Not everything that counts can be counted, and not everything that can be counted counts.*" It is important to keep in mind that during this "age of accountability" we are assessing or "counting" what really counts. The ultimate goal should be using the data we collect to make our guidance and counseling programs better–resulting in positive benefits for students.

Example

Results Evaluation Plan of Action

There are a variety of places in the guidance and counseling program and a number of ways to collect results evaluation data. The goal is to do results evaluation periodically, usually sampling students/activities. To do this, you need a plan of action. The following chart from the *Missouri Comprehensive Guidance Model* provides a possible format for a local district plan to collect results evaluation data.

Annual Results Evaluation Plan: Missouri Comprehensive Guidance Model

Component	Level	Who?	How? What?	When Completed
Guidance Curriculum	K-6			
	6-9			
	9-12			
Individual Planning	K-6			
	6-9			
	9-12			
Responsive Services	K-6			
	6-9			
	9-12			
System Support	K-6			
	6-9			
	9-12			

As you develop a results evaluation plan for your district, remember that because of time constraints you will be able to select only one or two activities from each of the program components per year, usually drawing a sample from the group you wish to evaluate rather than trying to evaluate the entire group. Also remember that the goal of results evaluation is to improve, not prove.

Example

Missouri Comprehensive Guidance Program Results Evaluation

Program Components	Expected Results	Documentation
Guidance Curriculum		
Guidance Units/Activities	Guidance Competencies Attained	Missouri Guidance Competency Evaluation Results – Pre/Post
	Guidance Competencies Attained	Student Guidance Competency Post Checklist Verified by Counselor or Teacher
	Guidance Competencies Attained	Counselor/Teacher Administered Post Evaluation Test Results
Conflict Resolution Program	Reduction in Office Referrals and Suspensions	Office Logs
Individual Planning		
Student Education/ Career Planning	Student Education/Career Plans Completed and Used	Student Education/Career Plans Verified as Complete by Counselor or Teacher
Responsive Services		
Small Group Counseling	Improved Personal/ Social Skills	Small Group Counseling Satisfaction Survey Results Case Studies
Aggression Replacement Training	Reduction in Number of Office Referrals and Suspensions	Office Logs
Counseling	Student Goals Achieved	Counseling Evaluation Form Results Case Studies
	Satisfaction with Referrals	Referral Satisfaction Form Results
Referral	Satisfaction with Consultation	Parent Consultation Evaluation Form Results
Consultation		Teacher Consultation Evaluation Form Results
System Support		
Faculty Development	Satisfaction with Faculty Development	Faculty Evaluation Form Results
Professional Development Guidance Program Use/Satisfaction	Recertification	Renewal Certificate Form Use Satisfaction Survey Results
	Student, Teacher, and Parent Satisfaction with the Program	

Example

Needs Assessment: Provo High School, Provo, Utah

PROVO HIGH SCHOOL NEEDS ASSESSMENT

This is a survey of our school **Comprehensive Counseling and Guidance** program. Items 1 to 3 give us information about you. Do not include your name. Please answer items 1, 2, and 3 by circling the response that applies to you.

1. What is your position? a. Student b. Parent c. Teacher d. Staff/Administrator

2. What grade level are you/is your student? a. 9Th b. 10Th c. 11Th d. 12Th e. Doesn't apply

3. Are you? a. Female b. Male

Items 4 through 17 respond to a list of skills which counselors could help students develop or knowledge which counselors and other school staff could help students obtain. These items are divided into three major areas--**Personal Knowledge, Education and Career Exploration, and Career Planning.** For each skill or knowledge please indicate **how important** you feel this issue is and also at which level counselors and other Counseling Center staff are **presently effective** in this area. This is not an evaluation of personalities or the school in general but rather an assessment of counseling programs. Check or circle your responses to the importance and effectiveness on the following scale: (++) very important, very effective; (+) important, effective; (0) may be important, may be effective; (-) unimportant, ineffective; (--) very unimportant, very ineffective

	IMPORTANCE					EFFECTIVENESS				
KNOWLEDGE OF SELF										
4. Understanding the influence of a positive self-concept	(++)	(+)	(0)	(-)	(--)	(++)	(+)	(0)	(-)	(--)
5. Skills to interact positively with others	(++)	(+)	(0)	(-)	(--)	(++)	(+)	(0)	(-)	(--)
6. Understanding the impact of physical, mental, and emotional growth and development	(++)	(+)	(0)	(-)	(--)	(++)	(+)	(0)	(-)	(--)
7. Skills to ensure personal health and safety	(++)	(+)	(0)	(-)	(--)	(++)	(+)	(0)	(-)	(--)
EDUCATIONAL AND OCCUPATIONAL EXPLORATION										
8. Understanding the relationship between educational achievement and career planning	(++)	(+)	(0)	(-)	(--)	(++)	(+)	(0)	(-)	(--)
9. Understanding the need for positive attitudes toward work and learning	(++)	(+)	(0)	(-)	(--)	(++)	(+)	(0)	(-)	(--)
10. Skills to locate evaluate and interpret career information	(++)	(+)	(0)	(-)	(--)	(++)	(+)	(0)	(-)	(--)
11. Skills to prepare to seek, obtain, maintain and change jobs	(++)	(+)	(0)	(-)	(--)	(++)	(+)	(0)	(-)	(--)
12. Understanding how the needs and functions of society influence the nature and structure of work	(++)	(+)	(0)	(-)	(--)	(++)	(+)	(0)	(-)	(--)
CAREER PLANNING										
13. Skills to make decisions	(++)	(+)	(0)	(-)	(--)	(++)	(+)	(0)	(-)	(--)
14. Understanding the interrelationship of life roles as a worker, a citizen, and a family member	(++)	(+)	(0)	(-)	(--)	(++)	(+)	(0)	(-)	(--)
15. Understanding the continuous changes in gender equality in access to and opportunities for Education and workplace roles	(++)	(+)	(0)	(-)	(--)	(++)	(+)	(0)	(-)	(--)
16. Skills in career planning	(++)	(+)	(0)	(-)	(--)	(++)	(+)	(0)	(-)	(--)

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Items 17 through 34 respond to **Provo High Comprehensive Guidance Programs** dealing with **Individual Planning**, and **Responsive Services**.

	IMPORTANCE					EFFECTIVENESS				
INDIVIDUAL PLANNING										
17. Skills in selecting courses and meeting graduation requirements	(++)	(+)	(0)	(-)	(--)	(++)	(+)	(0)	(-)	(--)
18. Understanding and using Next Step Planning and Education/Career Pathways	(++)	(+)	(0)	(-)	(--)	(++)	(+)	(0)	(-)	(--)
19. Accessing internship and apprenticeship opportunities	(++)	(+)	(0)	(-)	(--)	(++)	(+)	(0)	(-)	(--)
20. Understanding and meeting college and university entrance requirements	(++)	(+)	(0)	(-)	(--)	(++)	(+)	(0)	(-)	(--)
21. Accessing scholarships and Financial Aid	(++)	(+)	(0)	(-)	(--)	(++)	(+)	(0)	(-)	(--)
22. Using the College and Career Center information and services	(++)	(+)	(0)	(-)	(--)	(++)	(+)	(0)	(-)	(--)
23. The advantages of self-selection of teacher and periods in your schedule through telephone registration	(++)	(+)	(0)	(-)	(--)	(++)	(+)	(0)	(-)	(--)
24. The ease of using telephone registration	(++)	(+)	(0)	(-)	(--)	(++)	(+)	(0)	(-)	(--)
25. SEOP (Student Education and Occupation Plan) conferences with students and parents	(++)	(+)	(0)	(-)	(--)	(++)	(+)	(0)	(-)	(--)
26. Providing support and assistance to students and their families who are speakers of languages other than English	(++)	(+)	(0)	(-)	(--)	(++)	(+)	(0)	(-)	(--)
RESPONSIVE SERVICES										
27. Improving study skills and habits	(++)	(+)	(0)	(-)	(--)	(++)	(+)	(0)	(-)	(--)
28. Dealing with stress	(++)	(+)	(0)	(-)	(--)	(++)	(+)	(0)	(-)	(--)
29. Dealing with personal problems or crises	(++)	(+)	(0)	(-)	(--)	(++)	(+)	(0)	(-)	(--)
30. Dealing with depression and thoughts of suicide	(++)	(+)	(0)	(-)	(--)	(++)	(+)	(0)	(-)	(--)
31. Feeling welcome and helped at the Counseling Center	(++)	(+)	(0)	(-)	(--)	(++)	(+)	(0)	(-)	(--)

32. What do you think is the biggest problem or concern of students at our school?

33. What is your overall evaluation of the Counseling Program?

34. What are your recommendations for help or improvement?

Appendix A
Glossary of Terms

Achievement Test – A test that measures information and skills mastery acquired as a result of planned instruction or training.

Advisory Council – An advisory council is appointed to audit the guidance program goals and to make recommendations to the department, the administration and the school board regarding program priorities. Representation of all elements of the school and community should be included–citizens groups, students, parents, teachers, administrators, business, industry, and local government.

All Students – The term "all students" means both male and female students from a broad range of backgrounds and circumstances, including disadvantaged students; students with diverse racial, ethnic, or cultural backgrounds; students with disabilities; students with limited-English proficiency; migrant children; school dropouts; and academically talented students.

Assessment – Any systematic method of obtaining information from tests and other sources, used to draw inferences about the characteristics of people, objects, or programs.

Assessment, Career – The process of measuring vocational aptitude, career interest, and academic and vocational achievement. It may also include such factors as work history, physical capacity, work values, and temperament. Career assessment may be accomplished through formal, standardized instruments or through informal means such as interviews or observing work samples.

Assessment, Diagnostic – An assessment used to identify an individual's specific areas of strength and limitations; determine the nature of his or her limitations; and whenever possible, suggest the cause and indicate potential remedies.

Assessments, Performance – Product- and behavior-based measurements based on settings designed to emulate real-life contexts or conditions in which specific knowledge or skills are actually applied.

Assessment, Skill – The process of measuring performance against a set of standards (through examination, practical test, performance observation and/or the completion of portfolios of work and assignments).

Assessment, Standards-Based – Assessments intended to represent systematically described content and performance standards.

Basic Skills – Basic skills are essential academic and personal abilities that are necessary for success in school and the workplace. Traditionally referred to as the three R's–reading, writing, and arithmetic–in recent times, the term has been expanded by both educators and employers to include a number of cognitive and interpersonal abilities, including the capability to think and solve problems; to communicate information in oral, written, and electronic forms; to work effectively alone and in teams; and to take responsibility for one's own development.

Benchmarking – Benchmarking is the continuous progress of measuring products, services, and practices against strong competitors or recognized leaders. It is an on-going activity, intended to improve performance; it can be applied to all facets of operations; it requires a measurement mechanism so that the performance "gap" can be identified; and it focuses on comparing best practices among enterprises that may or may not be alike.

Career – A series of occupational/employment experiences throughout a lifetime of work.

Career Awareness – Career awareness activities generally take place at the elementary level. They are designed to make students aware of the broad range of careers and/or occupations in the world of work, including options that may not be traditional for their gender, race, or ethnicity. Career awareness activities range from limited exposure to the world of work, through occasional field trips and classroom speakers, to comprehensive exposure. The latter may involve curriculum redesign, introduction of students to a wide span of career options, and integration with activities at the middle school level.

Career Infusion – Incorporating career concepts into academic curriculum.

Career Development – Career development is the process through which an individual comes to understand his or her place in the world of work. Students develop and identify their careers through a continuum of career awareness, career exploration, and work exposure activities that helps them to discern their own career path. Career development encompasses an individual's education and career related choices, and the outcome of those choices.

Career Exploration – Career exploration generally takes place at the middle school level and is designed to provide some in-depth exposure to career options for students. Activities may include the study of career opportunities in particular fields to identify potential careers, writing individual learning plans that dovetail with career majors offered at the high school level, or review of local labor market information.

Career Major/Pathway – The term "career major" means a coherent sequence of courses or field of study that prepares a student for a first job and that integrates academic and occupational learning, integrates school-based and work-based learning, and establishes linkages between secondary schools and postsecondary institutions; prepares the student for employment in a broad occupational cluster or industry sector; typically includes at least two years of secondary education and at least one or two years of postsecondary education and may lead to further education and training.

Competency – The ability to perform the activities within a given competency standard. It may incorporate the ability to apply the relevant skills and knowledge to new situations.

Conceptual Framework of Guidance and Counseling – The conceptual framework, or assumptions, provides a structure which delineates the specific areas of guidance contributions, thereby providing a basis for the establishment of goals and student competencies.

Content Domain – The set of behaviors, knowledge, skills, abilities, attitudes or other characteristics to be measured by a test, represented in a detailed specification, and often organized into categories by which items are classified.

Content Standard – Statements which describe expectations for students in a subject matter at a particular grade or at the completion of a level of schooling.

Criterion-Referenced Test – A test that allows its users to make score interpretations in relation to a functional performance level, as distinguished from those interpretations that are made in relation to the performance of others. Examples of criterion-referenced interpretation include comparison to cut scores, interpretations based on expectancy tables, and domain-referenced score interpretations.

Curriculum – An organized framework of content, materials, and experiences that defines what is to be taught and learned. A standard defines how much is to be learned.

Curriculum Matrix – A document used in curriculum alignment and articulation. The matrix lists all skills and experiences found in the curriculum. It makes the alignment visible by showing specifically where each skill and experience are presented to learners and by whom.

Developmental Guidance Program – Guidance activities, based on the developmental age of the student, conducted on a regular and planned basis to assist students in achieving specified competencies.

DOE – Department of Education

Domain – A field or area of activity or knowledge consisting of a set of student standards.

Evaluation – Interpretation of assessment data which includes a judgment based on specified criteria.

Evaluation, Formative – The process used to determine the degree of mastery of a given learning task and to determine the part of the task that has not yet been mastered. Formative evaluation is conducted to determine progress toward a goal.

Evaluation, Summative – An assessment process used at the end of a unit, project, term, course, or program to measure overall process/performance/achievement.

Goals – Goals are the extension of the mission statement and provide the desired student results to be achieved by the time the student leaves the school system.

Individual Planning – Counselor directed activities designed to help students plan, monitor, and manage their own learning as well as their personal and career development.

Integrated Curriculum – Integrated curriculum is when career development and academic subject matter–normally offered in separate courses–are taught in a manner that emphasizes relationships among the disciplines. Integrated curriculum may take many forms, ranging from the simple interaction of academics and career development that organize all instruction around career major themes to program standards and expected student competencies.

Interest Inventory – An instrument on which an individual expresses his or her degree of preference for specific job activities, school subjects, hobbies or sports. By comparing these preferences with those of persons successfully engaged in different occupations, the person may identify vocations which he or she may find personally satisfying.

Management System – The management system addresses the allocation of resources to best address the goals and needs of the program. Individual staff responsibilities, accountability, and the cooperation among resource persons responsible for program results are outlined.

Master Calendar – A master calendar of guidance events is maintained by the guidance staff and is distributed to teachers, students, and parents on a regular basis. Planning, visibility, and credibility are enhanced by effective use of a master calendar.

Mission Statement – This is a statement which outlines the purpose or vision of the guidance and counseling program. It is the long range desired outcome for students. This statement must be compatible with the stated purpose or mission of the school system within which the program operates.

Needs Assessment – A measurement designed to determine the significance and importance of what is desired in a program.

NOICC – National Occupational Information Coordinating Committee. This agency is no longer in existence as of June 30, 2000. Its function has been transferred to the Career Resource Network, U.S. Department of Education, Office of Vocational and Adult Education, OVAE.

Nontraditional – A reference to persons pursuing occupations not customary for members of their gender, race, or other category. The term is also used to refer to older students enrolled in educational programs.

Norm-referenced test – Scores of students compared to a specified reference population.

Performance Standard – 1) An objective definition of a certain level of performance in some domain in terms of a cut score or a range of scores on the score scale of a test measuring proficiency in that domain. 2) A statement or description of a set of operational tasks exemplifying a level of performance associated with a more general content standard; the statement may be used to guide judgments about the location of a cut score on a score scale. The term often implies a desired level of performance.

Philosophy/Rationale – The philosophy is a set of principles which guide the development, implementation, and evaluation of the program.

Program – A coherent sequence of instruction that is based upon a validated set of competencies.

Responsive Services – Activities which meet the immediate needs and concerns of students.

SCANS (Secretary's Commission on Achieving Necessary Skills) – The Secretary's Commission on Achieving Necessary Skills (SCANS) was convened in May 1990 to examine the demands of the workplace and to determine whether the current and future workforce is capable of meeting those demands. The Commission was directed to: define the skills needed for employment; propose acceptable levels in those skills; suggest effective ways to assess proficiency; and develop a strategy to disseminate the findings to the nation's schools, businesses, and homes.

The Commission identified five competencies (i.e. skills necessary for workplace success) and three foundations (i.e. skills and qualities that underlie competencies).

School Counselor – A member of the educational team of a school system who is a credentialed professional counselor, certified by the Board of Education for a particular state. Through a comprehensive, developmental program, school counselors assist students in their personal, educational, and career development, and provide leadership in educational reform. School counselors also work with parents, educators, other mental health professionals, and community members to provide a learning environment in which all students develop self-esteem, decision making skills, responsible citizenship, and employability skills. School counselors provide program leadership, deliver counseling, consultation, information and assessment, and coordinate program interventions.

Scope and Sequence – The range, logical order, and continuity of domains within the student standards of the guidance and counseling program.

Appendix B
The Scans Report
Competencies and Foundation Skills

Background

The Secretary's Commission on Achieving Necessary Skills (SCANS) was appointed by the Secretary of Labor to examine the skills that our young people need in order to succeed in today's workplace. Specifically, the Commission was directed to advise the Secretary on the level of skills required to enter employment. The Commission was asked to:

- define the skills needed for employment;
- propose acceptable levels of proficiency;
- suggest effective ways to assess proficiency; and
- develop a dissemination strategy for the nation's schools, businesses, and homes.

Beginning in May of 1990, the Commission engaged private businesses, public employers, unions, workers, schools, and parents in a year-long process that resulted in the identification of five workplace competencies and a three-part foundation of skills and personal qualities. The SCANS skills are not technical skills related to a specific occupation. They are, instead, core skills that are seen as essential to the successful preparation of all students for the workplace. The Commission reported that the eight SCANS skills must be an integral part of every young person's school life; both for those going directly to work upon graduation and those going on to higher education. (SCANS, 1991)

The Commission has produced two documents that present its vision and the outcomes of its study: *What Work Requires of Schools–A SCANS Report for America* (June, 1991) and *Learning a Living: A Blueprint for High Performance–A SCANS Report for America 2000* (April, 1992). In both, the Commission made it clear it understands that "...schools do more than simply prepare people to make a living. They prepare people to live full lives–to participate in their communities, to raise families, and to enjoy the leisure that is the fruit of their labor. A solid education is its own reward." (SCANS, 1991, p.v.) The SCANS Reports concern only one of the many critically important parts of education, the part that involves how schools prepare young people for work.

SCANS Competencies and Foundation Skills

Based on its research, the Commission identified five key competencies, skills necessary for workplace success, and a three-part foundation of skills that underlie the competencies. Combined, these competencies and foundation skills equal the workplace know-how that is essential to effective job performance in today's workplace. The competencies and foundation skills, as they appear in *What Work Requires of Schools* (SCANS, 1991) are outlined below.

Workplace Know-How Competencies

Resources: Identifies, organizes, plans, and allocates resources

Time – selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules

Money – uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives

Materials and Facilities – acquires, stores, allocates, and uses materials or space efficiently

Human Resources – assesses skills and distributes work accordingly, evaluates performance, and provides feedback

Interpersonal: Works with others

Participates as Member of a Team – contributes to group effort

Teaches Others New Skills – helps others to learn

Serves Clients/Customers – works to satisfy customer's expectations

Exercises Leadership – communicates ideas to justify positions, persuades and convinces others, and responsibly challenges existing procedures and policies

Negotiates – works toward agreements involving exchange of resources and resolves divergent interests

Works with Diversity – works well with men and women from diverse backgrounds

Information: Acquires and uses information

Acquires and Evaluates Information – Identifies the need for information, obtains it from existing sources or creates and evaluates its relevance and accuracy

Organizes and Maintains Information – organizes, processes, and maintains written and/or other forms of information in a systematic way

Interprets and Communicates Information – analyzes information and communicates it to others using a variety of methods

Uses Computers to Process Information – uses computers to acquire, organize, analyze, and communicate information

Systems: Understands complex inter-relationships

Understands Systems – knows how social, organizational, and technological systems work and operates effectively within them

Monitors and Corrects Performance – distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance, and corrects malfunctions

Workplace Know-How: A Three Part Foundation

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, and listens and speaks

Reading – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules

Writing – communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts

Arithmetic/Mathematics – performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques

Listening – receives, attends to, interprets, and responds to verbal messages and other cues

Speaking – organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

Creative Thinking – generates new ideas

Decision Making – specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative

Problem Solving – recognizes problems and devises and implements plan of action

Seeing Things in the Mind's Eye – organizes and processes symbols, pictures, graphs objects, and other information

Knowing How to Learn – uses efficient learning techniques to acquire and apply new knowledge and skills

Reasoning – discovers a rule or principles underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, integrity, and honesty

Responsibility – exerts a high level of effort and perseveres toward goal attainment

Self-Esteem – believes in own self-worth and maintains a positive view of self

Sociability – demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings

Self-Management – assesses self accurately, sets personal goals, monitors progress, and exhibits self-control

Integrity/Honesty – chooses ethical courses of action

Appendix C
Guidance Publishers

Academic Innovations Inc
3463 State St Ste 219f
Santa Barbara CA 93105

The ACT, Inc.
2201 North Dodge St
PO Box 168
Iowa City IA 52243-0168

Advocacy Press
PO Box 236
Santa Barbara CA 93102

Albert Whitman & Co
6340 Oakton St
Morton Grove IL 60053

American Assoc of Univ Women
Aauw Sales Office Pob 251
Annapolis Junction MD20701

American Chemical Society
1155 16th St NW
Washington DC 20036

American Counseling Assn
5999 Stevenson Ave
Alexandria VA22304-3300

American Guidance Srv Inc
4201 Woodland Rd Pob 99
Circle Pines MN 55014-1796

Bell Springs Publishing
Box 640 Bell Springs Rd
Laytonville CA 95454

CFKR Career Materials
11860 Kemper Rd Unit 7
Auburn CA 95603

CTB-McGraw Hill
20 Ryan Ranch Rd
Monterey CA 93940

Cambridge Career Products
PO Box 2153 Dept J03
Charleston WV 25328-2153

Career Communications Inc
6701 West 6th St
Overland Park KS 66202

Career Education & Training Associates., Inc.
1236 Langston Drive
Columbus OH 43220

Career Development Corp
1854 S Alvernon Way
Tucson AZ 87511-5607

Career Paths Resource Ctr
1375 King Ave POB 12226
Columbus OH 43212-0226

Career Publishing Inc
PO Box 5486
Orange CA 92613

Career Research & Testing
2081 Bering Dr #F
San Jose CA 95131-2012

Career Systems Inc
1100 Wayne Ave 12th Fl
Silver Springs MD 20910

Careers Inc
PO Box 135
Largo FL 34649-0135

Careers Inc
Box 125 1211 10th St Sw
Largo FL 33540

Careerware
129 State St
Clayton NY 13624

Center on Education and Training for Employment
1900 Kenny Road
Columbus OH 43210

Changing Times Ed Srv
300 York Ave
St Paul MN 55101

Chronicle Guidance Pub Inc
66 Aurora St POB 1190
Moravia NY 13118-1190

Classroom World/Media Prod
14 Glenwood Ave
Raleigh NC 27603

Close up Foundation
44 Canal Center Plaza
Alexandria VA 22314

Coin Career Guidance Products
3361 Executive Pkwy Ste 302
Toledo OH 43606

The College Board
45 Columbus Ave
New York NY 10023-6917

The Conover Co
1044 Witzel Ave
Oshkosh WI 54901

Consulting Psychologist Press
3803 E Bayshore Rd
POB 10096
Palo Alto CA 94303

Consulting Psychologists Press
3803 E Bayshore Rd
Palo Alto CA 94303

Council for Excep Children
1920 Association Dr
Reston VA 22091-1589

Creative Responses
19 Canterbury Square Ste 102
Alexandria VA 22304

Curriculum Pub Clearinghouse
W Il Univ Horrabin Hall 46
Macomb IL 61455

Delmar Publishers Inc
3 Columbia Circle
Albany NY 12203

Delmar Publishers Inc
PO Box 15015
Albany NY 12212

Direct Cinema Limited Inc
Po Box 10003
Santa Monica CA 90410-1003

Edits
PO Box 7234
San Diego CA 92107

Education Associates Inc
8 Crab Orchard Rd POB Y
Frankfort KY 40602

Educational Testing Service
Carnegie Center-Rouge 1
Princeton NY 08540

Elbern Publications
PO Box 09497
Columbus OH 43209

ERIC Document Reproduc Srvs
7420 Fullerton Rd Ste 110
Springfield VA 22153-2852

ETS Suite 620
1800 K St Nw Ste 900
Washington DC 20006-2202

Far West Laboratory
730 Harrison St
San Francisco CA 94107

Fase Productions
4801 Wilshire Blvd Ste 215
Los Angeles CA 90010

Finney Company
3943 Meadowbrook Rd
Minneapolis MN 55426

Garrett Park Press
PO Box 190
Garrett Park MD 20896

General Learning Corp
60 Revere Dr
Northbrook IL 60062

Glencoe McGraw-Hill Co
1221 Avenue of the Americas
New York NY 10020

Glenco Publishing Company
3448 Broadway Place
Columbus OH 43214

Goodheart-Wilcox
18604 West Creek Dr
Tinley Park FL 60477-6243

H&h Publishing Co
1231 Kapp Dr
Clearwater FL 34625

Heathkit Educational Systems
455 Riverview Dr
Benton Harbor MI 49002

Human Sciences Press Inc
233 Spring St
New York NY 10013-1578

I-Car Educ Foundation
3701 Algonquin Rd Ste 400
Rolling Meadows IL 60008

Idg Books Worldwide Inc
919 E Hillsdale Blvd Ste 400
Foster City CA 94404-2112

Impact Publications
9104-N Manassas Dr
Manassas Park VA 22111-5211

Inst Personality & Ability Tstg
1801 Woodfield Dr
Savoy IL 61874

Irwin Career Educ Division
1333 Burr Ridge Pkwy
Burr Ridge IL 60521

Jastak Associates Inc
Po Box 3410
Wilmington DE 19804-0250

Jg Ferguson Publishing Co
200 W Jackson Blvd Fl 7
Chicago IL 60606-6941

Jist Works Inc
720 N Park Ave
Indianapolis IN 46202

Journal Films Inc
930 Pitner Ave
Evanston IL 60202

Joyce Lain Kennedy
1282-K Camino Vida Roble
Carlsbad CA 92009

Kennedy Publishing Corp
6 Templeton Rd
Fitzwilliam NH 03447

Kennedy's Career Strategist
714 Sheridan Rd
Wilmette IL 60091

Media International
5900 San Fernando Rd B
Glendale CA 91202

Meridian Education Corp
PO Box 1309
Charleston WV 25325

Metropolitan Life
503 S Front St #200
Columbus OH 43215-5666

NDS Software
2241 Park Place Ste E
Minden NV 89423-8616

NTC Business Books
4255 West Touhy Ave
Lincolnwood IL 60646

National Computer Systems
5605 Green Circle Dr
Minnetonka MN 553434400

Natl Dropout Prev Ctr Ntwk
205 Martin St Box 34511
Clemson SC 29634-5111

Natl Ed Software Srvs
1897 Locust Dr
Verona WI 53593

National Textbook Company
108 Richards Rd
Columbus OH 43214

The New Careers Ctr
60003 N 51st St POB 297 Ic
Boulder CO 80306

New Century Educ Corp
220 Old New Brunswick Rd
Piscataway NJ 08854

Northwest Reg Ed Lab
101 SW Main St Ste 500
Portland OR 97204

Oryx Press
4041 North Central Ave
Ste700
Phoenix AZ 85012-3397

Pace Learning Systems Inc
3610 Resource Dr POB
020938
Tuscaloosa AL 35401

Pacific Oaks Bookstore
5 Westmoreland Pl
Pasadena CA 91103

Paperbacks for Educators
426 West Front St
Washington MO 63090

Peace Corps
1990 K St Nw Rm 9330
Washington DC 20526

Peterson's
PO Box 2123
Princeton NY 08543-2123

Piney Mountain Press Inc
PO Box 333
Cleveland GA 30528

Prakken Publications Inc
275 Metty Dr Ste 1 POB 8623
Ann Arbor MI 48107

Psychological Ass Res Inc
PO Box 998
Odessa FL 33556

The Psychological Corp
555 Academic Court
San Antonio TX 78204

Public Broadcasting Srv
1320 Braddock Pl
Alexandria VA 22314-1698

Public Media Education
5547 N Ravenswood Ave
Chicago IL 60640

Random House Inc
201 E 50th St
New York NY 10022

Ready Reference Press
P Box 5249
Santa Monica CA 90405

The Riverside Publishing CO
425 Spring Lake Drive
Itasca IL 60143-2079

The Rosen Pub Group
29 East 21st St
New York NY 10010

Sage Publications Co
2455 Teller Rd
Thousand Oaks CA 91320-
2218

Scholastic Testing Serv Inc
480 Meyer Rd POB 1056
Bensenville IL 60106-8056

Southwestern Publishing Co
5101 Madison Rd
Cincinnati OH 45227

Steck-Vaughn Raintree
PO Box 26015
Austin TX 78755

Sunburst Communications Inc
39 Washington Ave
Pleasantville NY 10570-9971

Superintendent of Documents
Us Government Printing off
PO Box 371954
Pittsburgh PA 15250-7954

Takeoof Multi Media
PO Box 6798 Brentwood
Station
St Louis MO 63114

Talent Assessment Inc
PO Box 5087
Jacksonville FL 32247-5087

Teen-aid Inc
E 723 Jackson
Spokane WA 99207

U.S. Military Entrance
Processing Command
2500 Green Bay Rd
North Chicago IL 60064

Univ of Wisconsin Madison
1025 West Johnson St Rm 964
Madison WI 53706

Vcb Books
901 Lucinda
Dekalb IL 60115

Valpar Internatl Corp
2450 W Ruthrauff Rd Ste 180
Tucson AZ 85705

Voc Eval & Wk Adjst Assn
202 E Cheyenne Mtn
Blvd Ste N
Colorado Springs CO 80906

Voc Research Institute
1528 Walnut Ste 1502
Philadelphia PA 19102

Wadsworth Corp Marketing
10 Davis Dr
Belmont CA 94002

Weea Publishing Ctr
55 Chapel St Ste 200
Newton MA 02160

West Publishing
610 Opperman Dr
Eagan MN 55123

Western Psychological Srvs
12031 Wilshire Blvd
Los Angeles CA 90025

John Wiley & Sons Inc
605 Third Ave
New York NY 10158-0012

Work and Work Inc
9070 E Desert Cove Dr
Ste A101
Scottsdale AZ 85260

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Appendix E
Career Evaluation and Planning Resources

Interest and Ability Assessments:

The Career Key **http://www.ncsu.edu/careerkey/index.html**
The Career Key is a very comprehensive free, on-line career assessment tool developed by Dr. Lawrence Jones. Visit the Career Key to: a) to measure your personality, b) find the jobs that best fit you, and c) learn about these jobs in the Occupational Outlook Handbook. This site does an excellent job of combining interest, personality, abilities, values, and work preference assessments into Holland types with direct links to the Occupational Outlook Handbook Website.

The Interest-Finder Quiz
http://www.myfuture.com/secondary/career/ch_interestquiz.html
The Interest Finder Quiz is a sample quiz (60 interest test items) designed to acquaint the user with a national test *Interest-Finder* which is a part of the ASVAB Career Exploration Program. Your answers are analyzed and fit into two of the 6 Holland RIASEC (Realistic, Investigative, Artistic, Social, Enterprising or Conventional) work types.

The Career Questionnaire
http://www.collegeboard.org/career/html/searchQues.html
The College Board has developed this quick questionnaire which assesses expressed temperament, abilities, preferred working conditions, desired education level, and GOE interest area. Your profile results are then linked to a list of matching occupations. You can then review a detailed description of these occupations as well as related occupations.

Interest Finder Quiz **http://www.schoolfinder.com/career/carquiz.htm**
This quick 50 item career interest quiz helps you look for important clues to what kind of career would suit you best asking questions about your hobbies; the subjects you like best in school; your favorite books, magazines and TV programs; and what you do in your spare time. A Personal Interest Type Profile is then developed based on five Interest Type categories: D = Directive; I = Innovative; M = Methodical; 0 = 0bjective; S = Social. Sample jobs are then listed by Interest Type.

Traditional IQ Tests on the WWW **http://www.2h.com/Tests/iqtrad.phtml**
This site provides a collection of web links to more than a dozen on-line IQ tests from around the world. Tests found here include: The Mensa Workout From Mensa International, Self Discovery Workshop--IQ Test, and IQ tests from Norway, Sweden, Hong Kong, Korea, and South Africa.

Personality Assessments:

The Keirsey Temperament Sorter http://keirsey.com/
One of the better on-line personality tests, complete with analysis and descriptions of the 16 personality temperaments and lists of famous people who share the same traits. Dr. Keirsey's descriptions of temperament is based on the study of people and the study of psychology, including the works of Jung, Myers, Kretschmer, Spranger, Fromm, Haley, Bateson, etc. The Keirsey Temperament Sorter is quite similar to the Myers-Briggs Type Indicator (MBTI®).

Myers-Briggs Personality Types and Careers
http://www.cs.monash.edu.au/damian/Personality/
To effectively use this site you need to know your Myers-Briggs personality type, therefore, this becomes a good companion site to the Keirsey Temperament Sorter. This site is designed to help people find a job type that suits their MBTI personality type. Once you know your personality type you can use this site to: Search for occupations based on your personality type, interests, locality, educational qualifications, job satisfaction, and desired salary.

Personality I.D. http://www.cfcministry.org/personalityID/index.htm
This personality assessment will help you understand your personality design and how you operate best and it will help you understand others' unique design and how to respect their differences. The Personality I.D. discovery instrument is based on the four-dimensional DISC system of personality identification (Dominance, Influencing, Steadiness, Cautiousness). Statistical analyses were done to determine the reliability and validity of the Personality I.D.

The Kingdomality Personal Preference Profile
http://www.cmi-lmi.com/kingdomality.html
This clever personality assessment seeks to help you identify your vocational personality in a medieval context. After answering a few brief questions, your personality is classified in Medieval terms. You can see if you share the personality traits with a medieval White Knight, Doctor, Prime Minister, Shepherd, Merchant, Discoverer, and many others. While medieval descriptions are used, each personality type is nicely related to today's modern workforce.

Behavioral Style Survey http://www.platinumrule.com/surveyi.html
This site provides an informal survey to determine how you usually interact with others in everyday situations. This profile is used to help people develop stronger business relationships and better interpersonal skills. Persons taking this profile will be added to a mailing list to receive a series of seven FREE articles–one per week–on how to improve various facets of their personal and professional life.

Career Resources

The Occupational Outlook Quarterly Online
http://stats.bls.gov/opub/ooq/ooqhome.htm
This online magazine includes practical, "how-to-do-it" information on choosing and getting today's and tomorrow's jobs. Articles are written in straightforward, non-technical language and cover a wide variety of career and work-related topics such as new and emerging occupations, training opportunities, salary trends, and results of new studies from the Bureau of Labor Statistics.

Bureau of Labor Statistics Home Page http://stats.bls.gov/
This is the home page for the Bureau of Labor Statistics unit of the US Department of Labor. A large number of general US labor market information is available including: The Fastest Growing Occupations, the Fastest Growing Industries, and the Fastest Growing Occupations by level of Education and Training.

Teacher's Guide to the Bureau of Labor Statistics Career Information
http://stats.bls.gov/k12/html/edu_tch.htm
This portion of the Department of Labor Educational Resources Site is an elementary school pupil's introduction to career guidance information. This site is designed to attract the interest of children with a wide variety of interests and talents. The source for most of the information on this site comes from the Occupational Outlook Handbook.

America's Career InfoNet **http://www.acinet.org/acinet**
This well designed site provides links to a comprehensive source of occupational information such as: General Outlook, Wages and Trends, Employers Information, State Profiles, and a Career Resource Library.

The South Dakota Occupational Outlook Handbook http://www.state.sd.us/dol/sdooh/
This site is a good example of state and regional labor market information. Developed by the South Dakota Department of Labor and the South Dakota SOICC, the SDOOH is designed to be used as a resource which provides information on a wide variety of occupations and education sites in South Dakota.

What Can I Do With A Major In....? http://www.uncwil.edu/stuaff/career/majors.htm
This useful site from the University of North Carolina-Wilmington lists occupations that correspond to majors from "Accounting" to "Theater." Links to lists of related career titles and related web sites are provided for each college major.

On-Line Mission Statement Builder
http://www.franklincovey.com/customer/missionform.html
According to Dr. Stephen R. Covey, author of the best-selling book, *The 7 Habits of Highly Effective People*, "Creating a Personal Mission Statement will be, without question, one of the most powerful and significant things you will ever do to take leadership of your life." This site (a part of the Franklin Covey website) will help you develop your own personal mission statement for use in deciding upon a career direction.

College Search Sites:

College Focus **http://careers.crosswalk.com/cf/**
This cleverly designed site offers a convenient one-stop site for locating majors at and links to Christian colleges and universities. This website includes the following features: (1) Campus Snapshots, (2) Index of Majors, (3) Advice on College Life, and (4) Hot Tips for new college students.

C^3 **http://www.c3apply.org/index.html**
C^3--short for College Connector/CollegeNET--is a website developed jointly by ACT, Inc. and Universal Algorithms/CollegeNET. The C^3 college web search provides one of the most comprehensive and accurate sites available for efficiently searching for 2 and 4 year colleges. C^3 provides a comprehensive means for students to: Register for the ACT test, Search for Colleges, Apply to Colleges on-line, Estimate Financial Aid Needs, and go on Virtual College Tours.

Yahoo's College Search **http://features.yahoo.com/college/search.html**
This site jointly sponsored by the Yahoo! Internet Search Site and Petersons.com allows college searches by name, location, desired major, enrollment and "wiredness."

Peterson's CollegeQuest http://216.33.117.163/plugin.nd/CollegeQuest/pgGateway
The CollegeQuest site requires users to become a member (for free) in order to access the useful features of this site. Members have access to: (1) In-depth profiles of every undergraduate institution accredited in the U.S., (2) Specially designed tools to help manage the college admissions and financial aid process, and (3) Peterson's database of more than 800,000 scholarships and awards. The CollegeQuest Guidance Desktop is a special feature which allows school counselors to stay in touch with student progress on CareerQuest and, with their permission, monitor their progress in the college admissions process.

CollegeNet http ://www.collegenet.com/
The CollegeNET search engine helps users quickly find the ideal college. Narrow down by region, college sports, major, tuition, and several other criteria. Hotlink from your search list directly to homepages of the schools in which you are interested. Review, compare, and sort schools according to exclusive, detailed profiles provided by ACT.

Employment Sites:

America's Job Bank http://www.ajb.dni.us/
America's Job Bank is a partnership between the US Department of Labor and the state public Employment Services. America's Job Bank network links all of the state Employment Service offices to provide job seekers with the largest pool of active job opportunities available anywhere and nationwide exposure for their resumes. There are currently over 1.2 million available jobs listed on AJB.

CareerBuilder Network http://www.careerbuilder.com/
The CareerBuilder Network is billed as the world's largest recruiting network combining over 25 leading career sites, including USA Today, NBC, CNET, and Business Week Online. Together they reach the largest audience of job seekers on the Web, as many as 86 million monthly.

Career Mosaic http://www.careermosaic.com/
CareerMosaic offers job seekers a comprehensive resources for finding a job online while providing companies with a fast, easy, and cost-effective way to reach an expanding market of highly qualified job candidates. CareerMosaic records more than 4.5 million visitors per month, averages more than 478,000 job searches each day and records 49.5 million hits per month.

Monster.Com http://www.monster.com/
Monster.com bills itself as "a lifelong career network job seekers can use to expand their careers, providing continuous access to the most progressive companies, as well as interactive, personalized tools to make the process effective and convenient." Features include: resume management, a personal job search agent, a careers network, chats and message boards, expert advice on job-seeking and career management, and free newsletters. Monster.com currently has over 240,000 job opportunities listed.

Career Magazine http://www.careermag.com/
A comprehensive job seekers site. Career magazine includes: lists of job openings, job fairs, a resume bank, a good selection of job seeking article and tips, a number of "Feature Columns" on job seeking, and the ability to post your resume on-line.

HotJobs.com http://www.hotjobs.com/
Another well designed employment site. Here you can search a national data base of available jobs by: Location, Job Type, or Company.

The Chronicle of Higher Education http://chronicle.com/
In addition to news coverage of current events in higher education, the Chronicle has a weekly listing of more than 1,000 jobs available in higher education.

Job Seeking Tips (Resume Writing, Interviewing, etc.):

The following sites provide tips on basic job seeking skills including: advice on writing effective resumes and cover letters, sample resumes, and interviewing job negotiation tips:

Fortune Magazine's Job Hunting Guide	http://www.pathfinder.com/fortune/careers/guide/index.html
College Grad Job Hunter	http://www.collegegrad.com/
10 Minute Resume	http://www.10minuteresume.com/
The Resume Shop	http://www.cyber-north.com/resume/

Comprehensive General Advice Sites:

The Job Hunters Bible (What Color is Your Parachute) http://www.jobhuntersbible.com/
This site is designed as a supplement to Richard Boles' classic career planning guide, *What Color is Your Parachute*. Dick Boles serves as your on-line guide covering such topics as: finding job openings, resume writing, interviewing tips, career counseling advise, best ways to use the internet in your job search, and a number of internet search engines. This is one of the very best sites there is, designed and supported by a giant in the field–don't miss this one!!

Fortune Magazine Career Resource Center http://www.pathfinder.com/fortune/careers/
A joint project of Fortune Magazine and CareerMosaic, this site offers comprehensive career planning and job seeking advise and assistance.

US News & World Report's Career Guide
http://www.usnews.com/usnews/nycu/work/wo99car.htm
Whether you have just graduated from college or are contemplating a mid-career change, the US News career guide is a good starting point. This comprehensive job guide can point you in the right direction.

The Riley Guide http://www.rileyguide.com
The Riley Guide is a comprehensive site which includes a directory of employment and career information sources and services on the Internet. It also provides instruction for jobseekers and recruiters on how to use the Internet to their best advantage.

Internet Search Engine Career Planning Sites:

Yahoo Career Resource Directory	http://dir.yahoo.com/Business_and_Economy/Employment_and_Work/
Excite Career Planning Directory	http://www.excite.com/careers/career_planning/
Go Network/INfoseek Career Center	http://infoseek.go.com/Careers/
Lycos Career Directory	http://www.lycos.com/careers/
Altavista Career Directory	http://careers.av.com/

Financial Aid Information:

The Smart Student Guide to Financial Aid	http://www.finaid.org/
Education Assistance Corporation	http://eac-easci.org/

Other Internet Resources

Education – General

Education Links	www.uen.org/utahlink/links
Best Educ. Sites	www.eyecatchers.com/eyecat/BEST
	www.education-world.com

Government Resources

US Department of Education	www.ed.gov
US Department of Labor	www.dol.gov
Department of Labor, Employment And Training	www.doleta.gov.
O'Net	www.doleta.gov/programs/onet
Bureau of Labor Statistics	www.bls.gov
BLS Gopher	www.gopher/stats.bls.gov
US Census Bureau	www.census.gov
School to Work Internet Gateway	www.stw.ed.gov
Training Technology Resource Center	www.doleta.gov
Occupational Outlook Handbook	www.bls.gov/ocohome.htm

Specific Populations

ADA/Rehab. ACT	www.icdi.wvu.edu/ena!~film.htm
ADA Information Center	www.idir.net/~adabbs
Diversity	www.alpha.acast.nova.edu/diversity.html
Resources for Minorities	www.vjf.com/pub/docs/jobsearch.html
Resources for Women	www.femina.com
Women's Educational Equity Act (WEEA)	www.edc.org/WomensEquity/title9.html

Professional Associations and Other Sites of Importance

US Army Recruiting Command	http://www.goarmy.com/
ERIC/ACVE	http://www.ericacve.org/
ERIC/CASS	http://www.uncg.edu/edu/ericcass/
Center on Education & Training For Employment	http://www.cete.org/products/
Association for Career & Technical Education	http://www.avaonline.org/
National Career Development Association	http://ncda.org/
American School Counselor Association	http://www.schoolcounselor.org/
American Association of Community Colleges	http://www.aacc.nche.edu/
American Society for Training and Development	www.dc.astd.org/
Association for Career and Technical Education	www.acteonline.org
Assoc. for Supervision and Curriculum Development	www.ascd.org/index.html

Appendix F
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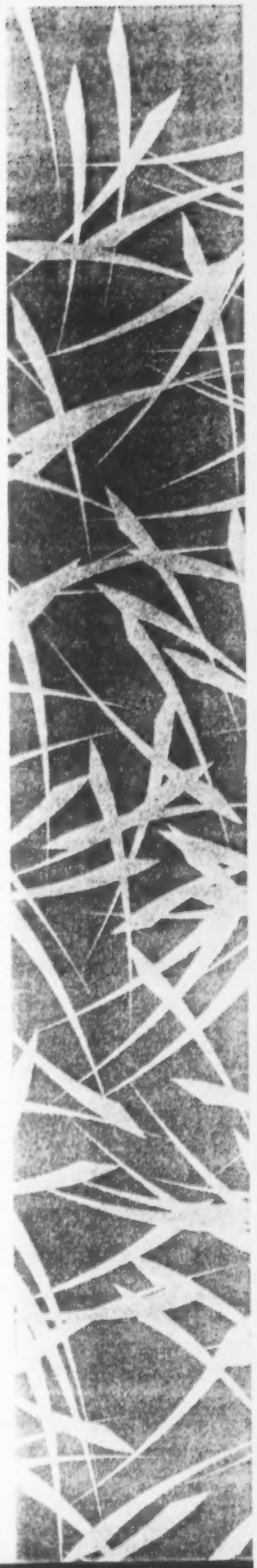
Appendix G
Benefits of a Comprehensive Guidance and Counseling Program



Benefits for Students

1. Prepares students for the challenges of the future through academic, career, and personal/social development.
2. Relates educational program to future success.
3. Facilitates career exploration and development.
4. Broadens knowledge of our changing world.
5. Assures equitable access for educational opportunities.
6. Provides advocacy for students.

Benefits for Parents

1. Prepares children for the challenges of the future through academic, career, and personal/social development.
2. Provides support for parents in advocating for their child's academic, career, and personal/social development.
3. Develops a system for their child's long-range planning and learning.
4. Increases opportunities for parent/school interaction.
5. Enables parents to access school and community resources.

Benefits for Teachers

1. Provides for an interdisciplinary team effort to address student needs and educational goals.
2. Provides skills development for teachers in classroom management, teaching effectiveness, and affective education.
3. Provides consultation to assist teachers in their guidance role.

Benefits for Administrators

1. Integrates school counseling with the academic mission of the school.
2. Provides a program structure with specific content.
3. Assists administration to use school counselors effectively to enhance learning and development for all students.
4. Provides a means of evaluating school counseling programs.

Benefits for School Counselors

1. Provides a clearly defined role and function.
2. Eliminates non-counseling functions.
3. Provides direct service to all students.
4. Provides a tool for program management and accountability.
5. Enhances the role of the school counselor as a student advocate.
6. Ensures involvement in the academic mission of the school.

Benefits for Business and Industry

1. Increases opportunities for business and industry to participate actively in the total school program.
2. Provides increased opportunity for collaboration among counselors, business, industry, and communities.
3. Provides a potential workforce with decision-making skills, pre-employment skills, and increased worker maturity.

Benefits for the Community

1. Provides an increased opportunity for collaboration and participation of community members with the school program.
2. Creates community awareness and visibility of the school counseling program.
3. Connects the community to the needs of the school and the school to the needs of the community.
4. Enhances economic development through quality preparation of students for the world of work.

Adapted from School Counseling in the U.S.

Appendix H
National Standards for School Counseling Programs
American School Counselor Association

I. Academic Development

Standards in this area guide the school counseling program to implement strategies and activities to support and enable the student to experience academic success, maximize learning through commitment, produce high quality work, and be prepared for a full range of options and opportunities after high school.

The academic development area includes the acquisition of skills in decision making, problem solving and goal setting, critical thinking, logical reasoning, and interpersonal communication and the application of these skills to academic achievement.

The school counseling program enables all students to achieve success in school and to develop into contributing members of our society.

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Standard B: Students will complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options, including college.

Standard C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

II. Career Development

Standards in this area guide the school counseling program to implement strategies and activities to support and enable the student to develop a positive attitude toward work and to develop the necessary skills to make a successful transition from school to the world of work and from job to job across the life/career span. Also, standards in this area help students to understand the relationship between success in school and future success in the world of work. The career development standards reflect the recommendations of the Secretary's Commission on Achieving Necessary Skills (SCANS, 1991) and the

content of the National Career Development Guidelines of the National Occupational Information Coordinating Committee (NOICC, 1989).

The school counseling program enables all students to achieve success in school and to develop into contributing members of our society.

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Standard C: Students will understand the relationship among personal qualities, education and training, and the world of work.

III. Personal/Social Development

Standards in the personal/social area guide the school counseling program to implement strategies and activities to support and maximize each student's personal growth and enhance the educational and career development of the student.

The school counseling program enables all students to achieve success in school and develop into contributing members of society.

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Standard C: Students will understand safety and survival skills.

Appendix I
NOICC Competencies and Indicators

Elementary School

Self-Knowledge

COMPETENCY I: Knowledge of the importance of self-concept.

1. Describe positive characteristics about self as seen by self and others.
2. Identify how behaviors affect school and family situations.
3. Describe how behavior influences the feelings and actions of others.
4. Demonstrate a positive attitude about self.
5. Identify personal interests, abilities, strengths, and weaknesses.
6. Describe ways to meet personal needs through work.

COMPETENCY II: Skills to interact positively with others.

1. Identify how people are unique.
2. Demonstrate effective skills for interacting with peers and adults.
3. Demonstrate group membership skills.
4. Identify sources and effects of peer pressure.
5. Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
6. Demonstrate awareness of difference cultures, lifestyles, attitudes, and abilities.

COMPETENCY III: Awareness of the importance of growth and change.

1. Identify personal feelings.
2. Identify ways to express feelings.
3. Describe causes of stress.
4. Identify and select appropriate behaviors to deal with specific emotional situations.
5. Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others.
6. Demonstrate knowledge of good health habits.

Educational and Occupational Exploration

COMPETENCY IV: Awareness of the benefits of educational achievement.

1. Describe how academic skills can be used in the home and community.
2. Identify personal strengths and weaknesses in subject areas.
3. Identify academic skills needed in several occupational groups.
4. Describe relationships among abilities, effort, and achievement.
5. Implement a plan of action for improving academic skills.
6. Describe school tasks that are similar to skills essential for job success.
7. Describe how the amount of education needed for different occupational levels varies.

COMPETENCY V: Awareness of the relationships between work and learning.

1. Identify different types of work, both paid and unpaid.
2. Describe the importance of preparing for occupations.
3. Demonstrate an understanding of the importance of practice, effort, and learning.
4. Describe how current learning relates to work.
5. Describe how one's role as a student is like that of an adult worker.

COMPETENCY VI: Skills to understand and use career information.

1. Describe work of family members, school personnel, and community workers.
2. Identify occupations according to data, people, and things.
3. Identify work activities of interest to the students.
4. Describe the relationship of beliefs, attitudes, interests, and abilities to occupations.
5. Describe jobs that are present in the local community.
6. Identify the working conditions of occupations (e.g. inside outside, hazardous).
7. Describe ways in which self-employment differs from working for others.
8. Describe how parents, relatives, adult friends, and neighbors can provide career information.

COMPETENCY VII: Awareness of the importance of personal responsibility and good work habits.

1. Describe the importance of personal qualities (e.g., dependability, promptness, getting along with others) in getting and keeping jobs.
2. Demonstrate positive ways of performing working activities.
3. Describe the importance of cooperation among workers to accomplish a task.
4. Demonstrate the ability to work with people who are different from oneself (e.g., race, age, gender, people with disabilities).

COMPETENCY VIII: Awareness of how work relates to the needs and functions of society.

1. Describe how work can satisfy personal needs.
2. Describe the products and services of local employers.
3. Describe ways in which work can help overcome social and economic problems.

Career Planning

COMPETENCY IX: Understanding how to make decisions.

1. Describe how choices are made.
2. Describe what can be learned from making mistakes.
3. Identify and assess problems that interfere with attaining goals.
4. Identify alternatives in decision making situations.
5. Identify strategies used in solving problems.
6. Describe how personal beliefs and attitudes effect decision making.
7. Describe how decisions affect self and others.

COMPETENCY X: Awareness of the interrelationship of life roles.

1. Describe the various roles an individual may have (e.g., friend, student, worker, family member).
2. Describe work-related activities in the home, community, and school.
3. Describe how family members depend on one another, work together, and share responsibilities.
4. Describe how work roles complement family roles.

COMPETENCY XI: Awareness of different occupations and changing male/female roles.

1. Describe how work is important to all people.
2. Describe the changing life roles of men and women in work and family.
3. Describe how contributions of individuals both inside and outside the home are important.

COMPETENCY XII: Awareness of the career planning process.

1. Describe the importance of planning.
2. Describe skills needed in a variety of occupational groups.
3. Develop an individual career plan for the elementary school level.

Self-Knowledge

COMPETENCY I: Knowledge of the influence of a positive self-concept.

1. Describe personal likes and dislikes.
2. Describe individual skills required to fulfill different life roles.
3. Describe how one's behavior influences the feelings and actions of others.
4. Identify environmental influences on attitudes, behaviors, and aptitudes.

COMPETENCY II: Skills to interact positively with others.

1. Demonstrate respect for the feelings and beliefs of others.
2. Demonstrate an appreciation for the similarities and differences among people.
3. Demonstrate tolerance and flexibility in interpersonal and group situations.
4. Demonstrate effective skills in responding to criticism.
5. Demonstrate effective group membership skills.
6. Demonstrate effective social skills.
7. Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.

COMPETENCY III: Knowledge of the importance of growth and change.

1. Identify feelings associated with significant experiences.
2. Identify internal and external sources of stress.
3. Demonstrate ways of responding to others when under stress.
4. Describe changes that occur in the physical, psychological, social, and emotional development of an individual.
5. Describe physiological and psychological factors as they relate to career development.
6. Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well-being.

Educational and Occupational Exploration

COMPETENCY IV: Knowledge of the benefits of educational achievement to career opportunities.

1. Describe the importance of academic and occupational skills in the work world.
2. Identify how the skills taught in school subjects, academic and contextual, are used in various occupations.
3. Describe individual strengths and weaknesses in school subjects.
4. Describe a plan of action for increasing basic educational skills.
5. Describe the skills needed to adjust to changing occupational requirements.
6. Describe how continued learning enhances the ability to achieve goals.
7. Describe how skills relate to the selection of high school courses of study.
8. Describe how aptitudes and abilities relate to broad occupational groups.

COMPETENCY V: Understanding the relationship between work and learning.

1. Demonstrate effective learning habits and skills.
2. Demonstrate an understanding of the importance of personal skills and attitudes to job success.
3. Describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations.

COMPETENCY VI: Skills to locate, understand, and use career information.

1. Identify various ways that occupations can be classified.
2. Identify a number of occupational groups for exploration.
3. Demonstrate skills in using school, community, and technology resources to learn about occupational groups.
4. Identify sources to obtain information about occupational groups including self employment.
5. Identify skills that are transferable from one occupation to another.
6. Identify sources of employment in the community.

COMPETENCY VII: Knowledge of skills necessary to seek and obtain jobs.

1. Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.
2. Describe terms and concepts used in describing employment opportunities and conditions.
3. Demonstrate skills to complete a job application.
4. Demonstrate skills and attitudes essential for a job interview.

COMPETENCY VIII: Understand how work relates to the needs and functions of the economy and society.

1. Describe the importance of work to society.
2. Describe the relationship between work and economic and societal needs.
3. Describe the economic contributions workers make to society.
4. Describe the effects that societal, economic, and technological change have on occupations.

Career Planning

COMPETENCY IX: Skills to make decisions.

1. Describe personal beliefs and attitudes.
2. Describe how career development is a continuous process with series of choices.
3. Identify possible outcomes of decisions.
4. Describe school courses related to personal, educational, and occupational interests
5. Describe how the expectations of others affect career planning.
6. Identify ways in which decisions about education and work are related to other major life decisions.
7. Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals.
8. Identify the requirements for secondary and postsecondary programs.

COMPETENCY X: Knowledge of the interrelationship of life roles.

1. Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.
2. Identify how work roles at home satisfy needs of the family.
3. Identify personal goals that maybe satisfied through a combination of work, community, social, and family roles.
4. Identify personal leisure choices in relation to lifestyle and the attainment of future goals.
5. Describe advantages and disadvantages of various life role options.
6. Describe the interrelationships among family, work, and leisure decisions.

COMPETENCY XI: Knowledge of different occupations and changing male/female roles.

1. Describe advantages and problems of entering nontraditional occupations.
2. Describe the advantages of taking courses related to personal interest, even if they are most often taken by members of the opposite gender.
3. Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

COMPETENCY XII: Understanding the process of career planning.

1. Demonstrate knowledge of exploratory processes and programs.
2. Identify school courses that meet tentative career goals.
3. Demonstrate knowledge of academic and school-to-work transition opportunities offered at the high school level.
4. Describe skills needed in a variety of occupations, including self-employment.
5. Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.
6. Develop an individual career plan, updating information from the elementary level plan and including tentative decisions to be implemented in high school.

High School

Self-Knowledge

COMPETENCY I: Understanding the influence of a positive self-concept.

1. Identify and appreciate personal interests, abilities, and skills.
2. Demonstrate the ability to use peer feedback.
3. Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.
4. Demonstrate an understanding of environmental influences on one's behaviors.
5. Demonstrate an understanding of the relationship between personal behavior and self-concept.

COMPETENCY II: Skills to interact positively with others.

1. Demonstrate effective interpersonal skills.
2. Demonstrate interpersonal skills required for working with and for others.
3. Describe appropriate employer and employee interactions in various situations.
4. Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

COMPETENCY III: Understanding the impact of growth and development.

1. Describe how developmental changes affect physical and mental health.
2. Describe the effect of emotional and physical health on career decisions.
3. Describe healthy ways of dealing with stress.
4. Demonstrate behaviors that maintain physical and mental health.

Educational and Occupational Exploration

COMPETENCY IV: Understanding the relationship between educational achievement and career planning.

1. Demonstrate how to apply academic and occupational skills to achieve personal goals.
2. Describe the relationship of academic and occupational skills to personal interests.
3. Describe how skills developed in academic and occupational programs relate to career goals.
4. Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
5. Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
6. Describe how learning skills are required in the work place.

COMPETENCY V: Understanding the need for positive attitudes toward work and learning.

1. Identify the positive contributions workers make to society.
2. Demonstrate knowledge of the social significance of various occupations.
3. Demonstrate a positive attitude toward work.
4. Demonstrate learning habits and skills that can be used in various educational situations.
5. Demonstrate positive work attitudes and behaviors.

COMPETENCY VI: Skills to locate, evaluate, and interpret career information.

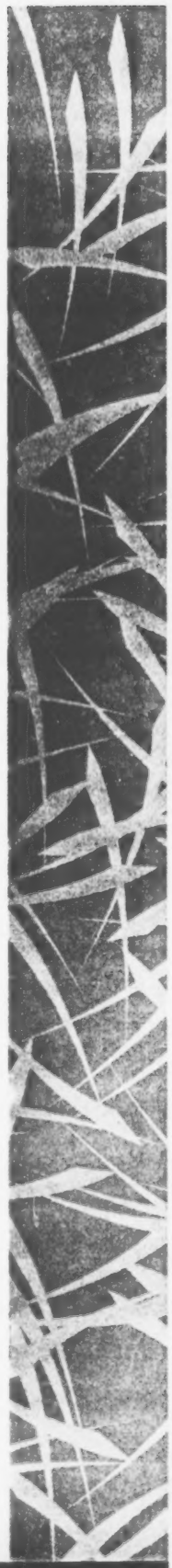
1. Describe the educational requirements of various occupations.
2. Demonstrate use of a range of career information resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems).
3. Demonstrate knowledge of various classification systems that categorize occupations and industries.
4. Describe the concept of career ladders.
5. Describe the advantages and disadvantages of self-employment as a career option.
6. Identify individuals in selected occupations as possible information resources, role models, or mentors.
7. Describe the influence of change in supply and demand for workers in different occupations.
8. Identify how employment trends relate to education and training.
9. Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

COMPETENCY VII: Skills to prepare to seek, obtain, maintain, and change jobs.

1. Demonstrate skills to locate, interpret, and use information about job openings and opportunities.
2. Demonstrate academic or occupational skills required for a full or part-time job.
3. Demonstrate skills and behaviors necessary for a successful job interview.
4. Demonstrate skills in preparing a resume and completing job applications.
5. Identify specific job openings.
6. Demonstrate employability skills necessary to obtain and maintain jobs.
7. Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and for change).
8. Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training.
9. Demonstrate an understanding that job opportunities often require relocation.
10. Demonstrate skills necessary to function as a consumer and manage financial resources.

COMPETENCY VIII: Understanding how societal needs and functions influence the nature and structure of work.

1. Describe the effect of work on lifestyles.
2. Describe how society's needs and functions affect the supply of goods and services.
3. Describe how occupational and industrial trends relate to training and employment.
4. Demonstrate an understanding of the global economy and how it affects each individual.



COMPETENCY IX: Skills to make decisions.

1. Demonstrate responsibility for making tentative educational and occupational choices.
2. Identify alternatives in given decision making situations.
3. Describe skills/aptitudes needed to qualify for desired postsecondary education/training.
4. Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
5. Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.
6. Identify steps to apply for and secure financial assistance for postsecondary education and training.

COMPETENCY X: Understanding the interrelationship of life roles.

1. Demonstrate knowledge of life stages.
2. Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits).
3. Describe ways in which occupational choices may affect lifestyle.
4. Describe the contribution of work to a balanced and productive life.
5. Describe ways in which work, family, and leisure roles are interrelated.
6. Describe different career patterns and their potential effect on family patterns and lifestyle.
7. Describe the importance of leisure activities.
8. Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

COMPETENCY XI: Understanding the continuous changes in male/female roles.

1. Identify factors that have influenced the changing career patterns of women and men.
2. Identify evidence of gender stereotyping and bias in educational programs and occupational settings.
3. Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.
4. Identify courses appropriate to tentative occupational choices.
5. Describe the advantages and problems of nontraditional occupations.

COMPETENCY XII: Skills in career planning.

1. Describe career plans that reflect the importance of lifelong learning.
2. Demonstrate knowledge of postsecondary occupational and academic programs.
3. Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.
4. Describe school and community resources to explore educational and occupational choices.
5. Describe the costs and benefits of self-employment.
6. Demonstrate occupational skills developed through volunteer experiences, part-time employment, or school-to-work transition programs.
7. Demonstrate skills necessary to compare education and job opportunities.
8. Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.

Self-Knowledge

COMPETENCY I: Skills to maintain a positive self-concept.

1. Demonstrate a positive self-concept.
2. Identify skills, abilities, interests, experiences, values, and personality traits and their influence on career decisions.
3. Identify achievements related to work, learning, and leisure and their influence on self-perception.
4. Demonstrate a realistic understanding of self.

COMPETENCY II: Skills to maintain effective behaviors.

1. Demonstrate appropriate interpersonal skills in expressing feelings and ideas.
2. Identify symptoms of stress.
3. Demonstrate skills to overcome self-defeating behaviors.
4. Demonstrate skills in identifying support and networking arrangements (including role models).
5. Demonstrate skills to manage financial resources.

COMPETENCY III: Understanding developmental changes and transitions.

1. Describe how personal motivations and aspirations may change over time.
2. Describe physical changes that occur with age and adapt work performance to accommodate those.
3. Identify external events (e.g., job loss, job transfer) that require life changes.

Educational and Occupational Exploration

COMPETENCY IV: Skills to enter and participate in education and training.

1. Describe short and long-range plans to achieve career goals through appropriate educational/training paths.
2. Identify information that describes educational opportunities (e.g., job training programs, employer-sponsored training, graduate, and professional study).
3. Describe community resources to support education and training (e.g., child care, publish transportation, and health and human services).
4. Identify strategies to overcome personal barriers to education and training.

COMPETENCY V: Skills to participate in work and lifelong learning.

1. Demonstrate confidence in the ability to achieve learning activities (e.g., studying, taking tests).
2. Describe how educational achievements and life experiences relate to occupational opportunities.
3. Describe organizational resources to support education and training (e.g., remedial classes, counseling, and tuition support).

COMPETENCY VI: Skills to locate, evaluate, and interpret career information.

1. Identify and use current career information resources (e.g., computerized career information system, print and media materials, and mentors).
2. Describe information related to self-assessment, career planning, occupations, prospective employers, organizational structures, and employer expectations.
3. Describe the uses and limitations of occupational outlook information.
4. Identify the diverse job opportunities available to an individual with a given set of occupational skills.
5. Identify opportunities available through self-employment.
6. Identify factors that contribute to misinformation about occupations.
7. Describe information about specific employers and hiring practices.

COMPETENCY VII: Skills to prepare to seek, obtain, maintain, and change jobs.

1. Identify specific employment situations that match desired career objectives.
2. Demonstrate skills to identify job openings.
3. Demonstrate skills to establish a job search network through colleagues, friends, and family.
4. Demonstrate skills and abilities essential to prepare for and participate in a successful job interview.
5. Demonstrate effective work attitudes and behaviors.
6. Describe changes (e.g., technological developments, and changes in demand for products or services) that influence the knowledge, skills, and abilities required for job success.
7. Demonstrate strategies to support career change (e.g., on-the-job training, career ladders, mentors, networking, and continuing education).
8. Describe career planning and placement services available through organizations (e.g., educational institutions, business/industry, labor, and community agencies).
9. Identify skills that are transferable from one job to another.

COMPETENCY VIII: Understanding how the needs and functions of society influence the nature and structure of work.

1. Describe the importance of work as it affects values and life style.
2. Describe how society's needs and functions affect occupational supply and demand.
3. Describe occupational, industrial, and technological trends as they related to training programs and employment opportunities.
4. Demonstrate an understanding of the global economy and how it affects the individual.

Career Planning

COMPETENCY IX: Skills to make decisions.

1. Describe personal criteria for making decisions about education, training, and career goals.
2. Demonstrate skills to assess occupational opportunities in terms of advancement, management styles, work environment, benefits, and other conditions of employment.
3. Describe the effects of education, work, and family decisions on individual career decisions.
4. Identify personal and environmental conditions that affect decision making.
5. Demonstrate effective career decision making skills.
6. Describe potential consequences of decisions.

COMPETENCY X: Understanding the impact of work on individual and family life.

1. Describe how family and leisure functions affect occupational roles and decisions.
2. Determine effects of individual and family developmental stages on one's career.
3. Describe how work, family, and leisure activities interrelate.
4. Describe strategies for negotiating work, family, and leisure demands with family members (e.g., assertiveness and time management skills).

COMPETENCY XI: Understanding the continuing changes in male/female roles.

1. Describe recent changes in gender norms and attitudes.
2. Describe trends in the gender composition of the labor force and assess implications for one's own career plans.
3. Identify disadvantages of stereotyping occupations.
4. Demonstrate behaviors, attitudes, and skills that work to eliminate stereotyping in education, family, and occupational environments.

COMPETENCY XII: Skills to make career transitions.

1. Identify transition activities (e.g., reassessment of current position and occupational changes) as a normal aspect of career development.
2. Describe strategies to use during transitions (e.g., networks and stress management).
3. Describe skills needed for self-employment (e.g., developing a business plan, determining marketing strategies, and developing sources of capital).
4. Describe the skills and knowledge needed for pre-retirement planning.
5. Develop an individual career plan, updating information from earlier plans and including short and long-range career decisions.

Appendix J
An Action Plan for Implementing a Comprehensive Guidance and Counseling Program

UNDERSTANDING	Step 1 Planning to Plan	Understand why change is taking place and its impact on the community Learn about other related programs such as School-to-Work, Tech Prep, Safe and Drug-Free Schools, etc.
PLANNING	Step 2 Identify Staff Coordinator	Establish scope of position Define responsibilities
	Step 3 Establish Steering Committee	Determine participants Coordinate with other related committees.
	Step 4 Form Other Committees	Advisory Committee Sub-Committees Liaison to other related committees
	Step 5 Conduct Needs Assessment	Review current data Design instrument Identify respondents Administer needs assessment Collect data Analyze data Report results
	Step 6 Establish Program Standards	
	Step 7 Plan for Evaluation	Adopt mission Determine curriculum Develop competencies and indicators
DEVELOPING	Step 8 Create Program Design	Review current program Design improved program Design evaluation

IMPLEMENTATION	Step 9 Coordination	Involve committees and subcommittees to explain new program to parents, teachers, students, and business Hold public informational meetings Conduct staff development and training
	Step 10 Evaluation	Carry out program activities Monitor program implementation Evaluate program (i.e., monitor student achievement, determine program effectiveness, identify strengths and weaknesses) Revise program to address deficiencies of program

Adapted from the National Career Development Guidelines–NOICC

Appendix K
A Checklist for Guidance Programs

This checklist will help you assess the current status of the school's guidance program. Place a check in the space provided if you can answer yes to the question. An appropriate way to use this checklist would be to have various school groups, including school board trustees, administrators, counselors, and teachers, complete the checklist and compare their perceptions.

- ❑ 1. Does a guidance program exist, as opposed to a series of isolated services?
- ❑ 2. Is the guidance program accountable in that it shows measurable outcomes?
- ❑ 3. Does the guidance program serve all children?
- ❑ 4. Does the guidance program have a developmental emphasis?
- ❑ 5. Does the guidance program involve cooperation between teachers, counselors, parents, administrators, and community agencies?
- ❑ 6. Are the guidance services understood and utilized by the population for whom they are intended?
- ❑ 7. Is the guidance program systematically planned, implemented, and evaluated?
- ❑ 8. Is the guidance program designed to meet the unique characteristics and student populations of the school and community?
- ❑ 9. Is there administrative support for the guidance program?
- ❑ 10. Is there a board of trustee endorsed guidance philosophy statement?
- ❑ 11. Is there a guidance committee, representative of students, teachers, counselors, parents, administrators, and community members, which serves to advise, improve, implement, and evaluate guidance services?
- ❑ 12. Is the guidance program established on the basis of identified student needs, as perceived by students, teachers, counselors, parents, administrators, and community representatives?
- ❑ 13. Does the guidance program reflect the identified needs?
- ❑ 14. Are student competencies written with measurable outcomes?
- ❑ 15. Are there sufficient facilities to carry out the program?
- ❑ 16. Are there sufficient resources, both human and material, available to the program?
- ❑ 17. Does the program utilize competencies of all available personnel?
- ❑ 18. Does the program provide for staff development when necessary?
- ❑ 19. Does the program provide for an annual report which gives an accurate account of program effectiveness?

- Items 1 through 9 refer to the comprehensiveness of the guidance program. Consideration should be given to any item without a check. Is there a need for change, revisions, and/or further evaluation?
- Items 10 through 19 refer to a process for comprehensive program development. The items are listed in sequential order. Consideration should be given to any item without a check. Is there a need for comprehensive program development?

Guidance in Montana: Guidelines for Program Development K-12

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